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ABSTRACT

The annual report reviews, evaluates, and reports on the administration and programs of the Bureau of Education for the Handicapped. Also reported upon is the status of legislation concerning the use of federal funds to assist State education agencies, institutions of higher learning, and other non-profit organizations operating educational programs for handicapped children. Current activities in BEH's Divisions of Educational Services, Training Programs, and Research are reviewed. Eleven recommendations for improving special education services are made. (KW)

ED0 44003

Better Education for Handicapped Children

1969

The Second Annual Report of the
National Advisory Committee on Handicapped Children

DEFINITION OF HANDICAPPED CHILDREN UNDER PUBLIC LAW 88–164

"MENTALLY RETARDED, HARD OF HEARING, DEAF, SPEECH IMPAIRED, VISUALLY HANDICAPPED, SERIOUSLY EMOTIONALLY DISTURBED, CRIPPLED, OR OTHER HEALTH IMPAIRED CHILDREN WHO BY REASON THEREOF REQUIRE SPECIAL EDUCATION."

Discrimination Prohibited

Title VI of the Civil Rights Act of 1964 states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the OE-supported program for the education of handicapped children like all others receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

EC030587

ED0 44003

OE–35095
June 30, 1969

Better Education for Handicapped Children

1969

The Second Annual Report of the National Advisory Committee on Handicapped Children

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Robert H. Finch, Secretary

James E. Allen, Jr.,
Assistant Secretary and Commissioner of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

July 7, 1970

Honorable T. H. Bell
Acting U.S. Commissioner
of Education
Washington, D.C.

Dear Commissioner Bell:

As required by Title VI of Public Law 89-10, as amended, the National Advisory Committee on Handicapped Children has been made responsible for reviewing, evaluating, and reporting on the administration and programs of the Bureau of Education for the Handicapped. The Committee is also responsible for considering the status of legislation in connection with the use of Federal funds to assist State education agencies, institutions of higher education, and other non-profit agencies that operate programs involving the education of handicapped children.

This is the Second Annual Report of the National Advisory Committee on Handicapped Children. Between the first and second reports, an Interim Report was prepared by the Committee and presented to the Congress and concerned Federal officials. This report was prepared because of the urgent need for funding programs to fulfill the national commitment to provide special education for the Nation's approximately 6 million handicapped children.

In this Second Annual Report, the Committee has presented 11 important recommendations. Three of these, however, are of such importance that the Committee wishes to call them especially to your attention in this letter of transmittal as follows:

1. MILLIONS OF HANDICAPPED CHILDREN IN THE UNITED STATES ARE NOT RECEIVING SPECIAL EDUCATIONAL SERVICES -- It is essential that Congressional appropriations for Title VI-A approach the $206 million authorized for this Act as soon as possible, so that the Nation can provide vitally needed special educational services for approximately 4 million handicapped children not now receiving special educational services.

2. HUNDREDS OF THOUSANDS OF SPECIAL EDUCATION TEACHERS ARE NEEDED -- There continues to be an alarming shortage of adequately trained professional personnel to serve the educational needs of the Nation's

handicapped children. The Committee strongly recommends that the Congressional appropriation be increased to $55 million, instead of the proposed $29.7 million for fiscal year 1970. These additional funds will decrease the lag between supply and demand for professional special education personnel.

3. SERIOUS SHORTAGE OF PERSONNEL IN THE BUREAU OF EDUCATION FOR THE HANDICAPPED -- The Bureau is hard-pressed to operate because of the increased responsibilities assigned to it by Congress through the creation of new programs. Its dedicated staff has established the programs and generated momentum for progress. However, it is unreasonable to expect its small staff to continue to maintain a high degree of efficiency indefinitely without added personnel. The Committee urges that relief be provided with adequate funding, which will result in making tax dollars spent on these programs fully cost effective.

Sincerely yours,

Samuel A. Kirk

Samuel A. Kirk
Presiding Chairman
National Advisory Committee
on Handicapped Children

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JUL 10 1970

Honorable Elliot L. Richardson
Secretary of Health, Education,
and Welfare
Washington, D.C.

Dear Mr. Secretary:

Title VI of Public Law 89-10, as amended, requires that the National Advisory Committee on Handicapped Children review the administration of the Bureau of Education for the Handicapped, and the status of legislation pertaining to the use of Federal funds to assist State education agencies, institutions of higher education, and other non-profit agencies that administer Federal programs relating to the education of handicapped children.

I am pleased to submit the Second Annual Report prepared by the Committee. Between the first and second reports, an Interim Report was prepared by the Committee and presented to the Congress and concerned Federal officials. The current reports shows that the Bureau of Education for the Handicapped, and the State education agencies and educational institutions, working together in behalf of the nation's handicapped children, have made substantial progress in serving the educational needs of millions of handicapped children.

Sincerely,

T. H. Bell
Acting U.S. Commissioner
of Education

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

AUG 7 1970

Honorable Spiro T. Agnew
President of the Senate
Washington, D.C.

Dear Mr. President:

I hereby transmit the Second Annual Report of the National Advisory Committee on Handicapped Children, as required under Title VI of the Elementary and Secondary Education Act, Public Law 89-10, as amended.

Pursuant to the provisions of the Act, the Committee is responsible for the review of the administration and operation of this Title and other provisions of law administered by the Acting Commissioner of Education with respect to the education of handicapped children.

This Report deals with the problems and progress of the Bureau of Education for the Handicapped. The Bureau was established on January 12, 1967. During the relatively brief period of its existence it has developed experienced leadership, attracted skilled professionals, contributed constructive research in special education, provided training programs for more teachers, and supplied numerous special educational services for handicapped children.

Sincerely,

Elliot L. Richardson

Secretary

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

AUG 7 1970

Honorable John W. McCormack
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

I hereby transmit the Second Annual Report of the National Advisory Committee on Handicapped Children, as required under Title VI of the Elementary and Secondary Education Act, Public Law 89-10, as amended.

Pursuant to the provisions of the Act, the Committee is responsible for the review of the administration and operation of this Title and other provisions of law administered by the Acting Commissioner of Education with respect to the education of handicapped children.

This Report deals with the problems and progress of the Bureau of Education for the Handicapped. The Bureau was established on January 12, 1967. During the relatively brief period of its existence it has developed experienced leadership, attracted skilled professionals, contributed constructive research in special education, provided training programs for more teachers, and supplied numerous special educational services for handicapped children.

Sincerely,

Secretary

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THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

The National Advisory Committee on Handicapped Children was authorized under the provisions of Public Law 89-750, the Elementary and Secondary Education Amendments of 1966, which added a new Title VI–Education of Handicapped Children, to Public Law 89-10, the Elementary and Secondary Education Act of 1965. Under title VI, the U.S. Commissioner of Education was directed to establish within the Office of Education, a National Advisory Committee on Handicapped Children.

The law is specific in establishing the responsibility it places upon the National Advisory Committee on Handicapped Children. It stipulates that the Committee:

> ". . . shall review the administration and operation of this Act, Title II of Public Law 874, Eighty-first Congress, and other provisions of law administered by the Commissioner, with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such children.
>
> "These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children.
>
> "The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner not later than January 31, of 1968, and each fiscal year thereafter. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments or recommendations he may have with respect thereto.
>
> "The Commissioner may, at the request of the Advisory Committee, appoint such special advisory professional or technical personnel as may be necessary to enable the Advisory Committee to carry out its duties."

MEMBERS OF THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

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*Presiding Chairman

SUMMARY OF RECOMMENDATIONS
SECOND ANNUAL REPORT
NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

During the past fiscal year (1969), the National Advisory Committee on Handicapped Children reviewed the functions and activities of the Bureau of Education for the Handicapped, and the major issues concerned with national programs in behalf of handicapped children. The survey of issues resulted in formulating the following eleven recommendations by the Committee. The rationale for these recommendations is contained in the body of this Second Annual Report.

1. Approximately 4,000,000 handicapped children are now deprived of special education services. A substantial and immediate increase in financial assistance to the States is required, if services are to be provided for these children.

THE COMMITTEE RECOMMENDS THAT THE APPROPRIATION UNDER TITLE VI–A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT BE INCREASED TO $50 MILLION, IN ORDER TO DECREASE THE VERY LARGE LAG BETWEEN THE AUTHORIZATION OF $206 MILLION IN 1970, AND THE CURRENT PROPOSED APPROPRIATION OF ONLY $29.25 MILLION.

2. There is a critical shortage of trained special education personnel. At the present level of financial support, this shortage is increasing.

THE COMMITTEE RECOMMENDS THAT THE APPROPRIATION FOR TRAINING OF TEACHERS FOR THE HANDICAPPED UNDER TITLE III OF P.L. 88-164, BE INCREASED FROM THE PROPOSED APPROPRIATION OF $29.7 MILLION TO $55 MILLION WHICH WAS PREVIOUSLY AUTHORIZED BY THE CONGRESS.

3. The Bureau of Education for the Handicapped was established in 1967 during a period of personnel freezes and cutbacks. This situation, combined with the wide variety of programs that the Bureau is now expected to administer with a limited staff, has made the Bureau's operating condition critical. The Committee believes that a Congressional legislative program, no matter how admirable in intent, cannot succeed unless financial and administrative resources are made available to implement the objectives of Congress.

THE COMMITTEE RECOMMENDS THAT PERSONNEL FOR THE BUREAU OF EDUCATION FOR THE HANDICAPPED BE INCREASED TO CONFORM TO THE INCREASED RESPONSIBILITIES CREATED BY THE NEW PROGRAMS ESTABLISHED BY THE CONGRESS.

4. The Committee emphatically reaffirms the importance of financial categorical legislation for the handicapped. There is ample evidence presented in the Interim Report (see appendix B) that handicapped children do not receive their fair share of educational resources under general financial appropriations.

THE COMMITTEE RECOMMENDS THAT CATEGORICAL FINANCIAL AID FOR HANDICAPPED CHILDREN BE CONTINUED AS THE BEST MEANS TO ASSURE THAT ADEQUATE RESOURCES WILL CONTINUE TO BE MADE AVAILABLE TO THEM.

5. It has become increasingly clear to the Committee and Congress that preschool education of handicapped children – particularly children from inner cities and children from poverty pockets in rural areas – is a highly effective way of preventing or reducing handicaps.

THE COMMITTEE RECOMMENDS THAT APPROPRIATIONS FOR THE HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT REACH FULL AUTHORIZATION OF $10 MILLION AS SOON AS POSSIBLE. THE GOAL SHOULD BE TO EXTEND INTENSIVE PRESCHOOL EDUCATION TO 500,000 CHILDREN BY 1975.

6. Thousands of parents and many lay and professional groups welcomed the introductive passage in Congress of the "Learning Disabilities Act of 1969" authorizing remedial programs for a long-neglected group of handicapped children.

THE COMMITTEE RECOMMENDS THE ENACTMENT OF THESE BILLS AND AN APPROPRIATION OF SUFFICIENT FUNDS TO ACCOMPLISH THE PURPOSES OF THE "LEARNING DISABILITIES ACT OF 1969."

7. Congress has recognized the plight of the deaf-blind child, the victims of the rubella (German measles) epidemic of 1964-65, by authorizing the establishment of regional model centers to serve deaf-blind children.

THE COMMITTEE RECOMMENDS THE ESTABLISHMENT OF ADDITIONAL REGIONAL MODEL CENTERS TO PROVIDE EDUCATION FOR THE DEAF-BLIND IN ALL 50 STATES, PUERTO RICO, THE DISTRICT OF COLUMBIA AND THE FEDERAL TERRITORIES.

8. Increasingly, minority groups and educational specialists object to the excessive prevalence of disadvantaged children assigned to special classes for the mentally retarded or emotionally disturbed. Many of these children are mistakenly diagnosed on the basis of tests or standards which may be appropriate for white middle-class children. They require compensatory and remedial education to make up for past deficiencies in their education.

THE COMMITTEE RECOMMENDS:

A) THAT THE BUREAU OF EDUCATION FOR THE HANDICAPPED ENCOURAGE THE DEVELOPMENT OF BETTER METHODS OF IDENTIFICATION OF THOSE CHILDREN OF MINORITY GROUPS, WHO SHOULD NOT BE CONSIDERED MENTALLY RETARDED OR EMOTIONALLY DISTURBED, BUT SIMPLY AS BEING DISADVANTAGED;

B) THAT ADEQUATE COMPENSATORY PROGRAMS BE DEVELOPED FOR THE DISADVANTAGED, INSTEAD OF PURSUING THE PRESENT PRACTICE OF ASSIGNING THESE CHILDREN TO CLASSES FOR THE MENTALLY RETARDED OR EMOTIONALLY DISTURBED;

C) THAT AS SOON AS ADEQUATE COMPENSATORY EDUCATION PROGRAMS FOR THE DISADVANTAGED CAN BE ESTABLISHED, SUPPORT FOR PROGRAMS FOR THE MENTALLY RETARDED IN INNER CITY AREAS BE LIMITED TO 3% AND SUPPORT FOR THE EMOTIONALLY DISTURBED BE LIMITED TO 2% OF THE SCHOOL POPULATION.

9. The establishment of several separate Federal programs for aid-to States in the area of special education (Titles I, III, and VI-A) has, in many instances, resulted in a lack of coordination between these programs and limited the cost effectiveness of these programs.

THE COMMITTEE RECOMMENDS THAT THE BUREAU OF EDUCATION FOR THE HANDICAPPED DEVELOP A PROGRAM TO ENCOURAGE THE EDUCATIONAL AUTHORITIES IN EACH STATE TO ESTABLISH A SINGLE ADVISORY COMMITTEE TO COORDINATE ALL FEDERAL EDUCATION PROGRAMS FOR THE HANDICAPPED IN THEIR STATE.

10. The Committee commends the Bureau of Education for the Handicapped for the seven regional conferences that were conducted during 1968 with approximately 1,000 special educators representing a broad spectrum of professional activities and services. This exemplary program is helping to improve communication and the establishment of a partnership between the States and the Federal government.

THE COMMITTEE RECOMMENDS THAT THE BUREAU OF EDUCATION FOR THE HANDICAPPED REPEAT SUCH REGIONAL CONFERENCES EVERY TWO YEARS TO MAINTAIN THIS PARTNERSHIP RELATIONSHIP AND THE HIGH MORALE AND UNDERSTANDING IT HAS DEVELOPED WITH EDUCATORS THROUGHOUT THE COUNTRY.

11. When the Congress created the National Advisory Committee on Handicapped Children, it charged the Committee with the responsibility for reviewing the various programs of the Bureau and to make recommendations on the programs and their administration to the Commissioner of Education and the Congress. The Committee has been seriously handicapped in the discharge of its responsibilities by the fact that Congress made no provision for funds and staff for the Committee, or for funds and staff for the Bureau of Education for the Handicapped to serve the Committee. With an increase in Bureau programs, there has been a proportional increase in the responsibilities and duties of the Committee. Because of the serious shortage of personnel within the Bureau, the Associate Commissioner has been unable to allot funds or staff to the Committee so that it can carry out its duties properly.

THE COMMITTEE RECOMMENDS THAT FUNDS TOTALING $100,000 BE PROVIDED ANNUALLY FOR ITS STAFF (WITHOUT REGARD TO CIVIL SERVICE REGULATIONS), TO BE USED FOR STUDIES OF PROBLEMS AND PROGRAMS, TRAVEL EXPENSES, AND OTHER EXPENSES INCIDENTAL TO THE PROPER DISCHARGE OF THE COMMITTEE'S RESPONSIBILITIES.

REVIEW OF RECOMMENDATIONS AND IMPLEMENTATION OF THE 1968 ANNUAL REPORT OF THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

The First Annual Report of the National Advisory Committee on Handicapped Children formulated 10 specific recommendations for Congress and the Bureau of Education for the Handicapped. Appendix A reviews these recommendations and their implementation by Congress and the Bureau.

The highlights of this review and analysis are summarized below:

1. The Committee was pleased to note that Congress responded appropriately to three recommendations of the Committee, by
   - (a) Enacting the Handicapped Children's Early Education Assistance Act and appropriating $1 million to initiate the program;
   - (b) Introducing into the 91st Congress a bill entitled, "Children with Learning Disabilities Act of 1969," and
   - (c) Appropriating funds to develop eight Regional Centers to serve deaf-blind children.
2. However, the Committee was disappointed to note that Congress had not acted upon its recommendations to:
   - (a) Appropriate sufficient funds to substantially decrease the gap between authorization and appropriation in Title VI-A to assist the States in offering services to an estimated 4,000,000 children who are presently denied special educational opportunities;
   - (b) Appropriate sufficient funds to meet increasing needs for professional personnel to serve handicapped children, and
   - (c) Appropriate vitally needed funds for personnel required by the Bureau for Handicapped Children to adequately monitor the increased responsibilities assigned to it by Congress.
3. The Committee wishes to commend the Bureau of Education for the Handicapped for the implementation of its major recommendations, including:
   - (a) The organization of seven regional conferences that were conducted with approximately 1,000 special educators during 1968. This exemplary program is helping to establish a partnership between the States and the Federal government; (b) The establishment of management information systems to support the development of its program planning activities for a five-year plan which will provide quality educational services for at least 75 percent of all handicapped children in 1975 (in contrast to the present 40 percent now being served);
   - (c) The organization and funding of two new research and development centers;

(d) The development of a relationship with the Social Rehabilitation Service of The Department of Health, Education, and Welfare, to supplement training of personnel in university affiliated centers;
(e) The support of three demonstration projects in a model cities program, and
(f) The supporting of several programs in rural areas through the Handicapped Children's Early Education Assistance Act and the National Network of Instructional Materials Centers and Regional Media Centers.

THE COMMITTEE'S INTERIM EMERGENCY REPORT

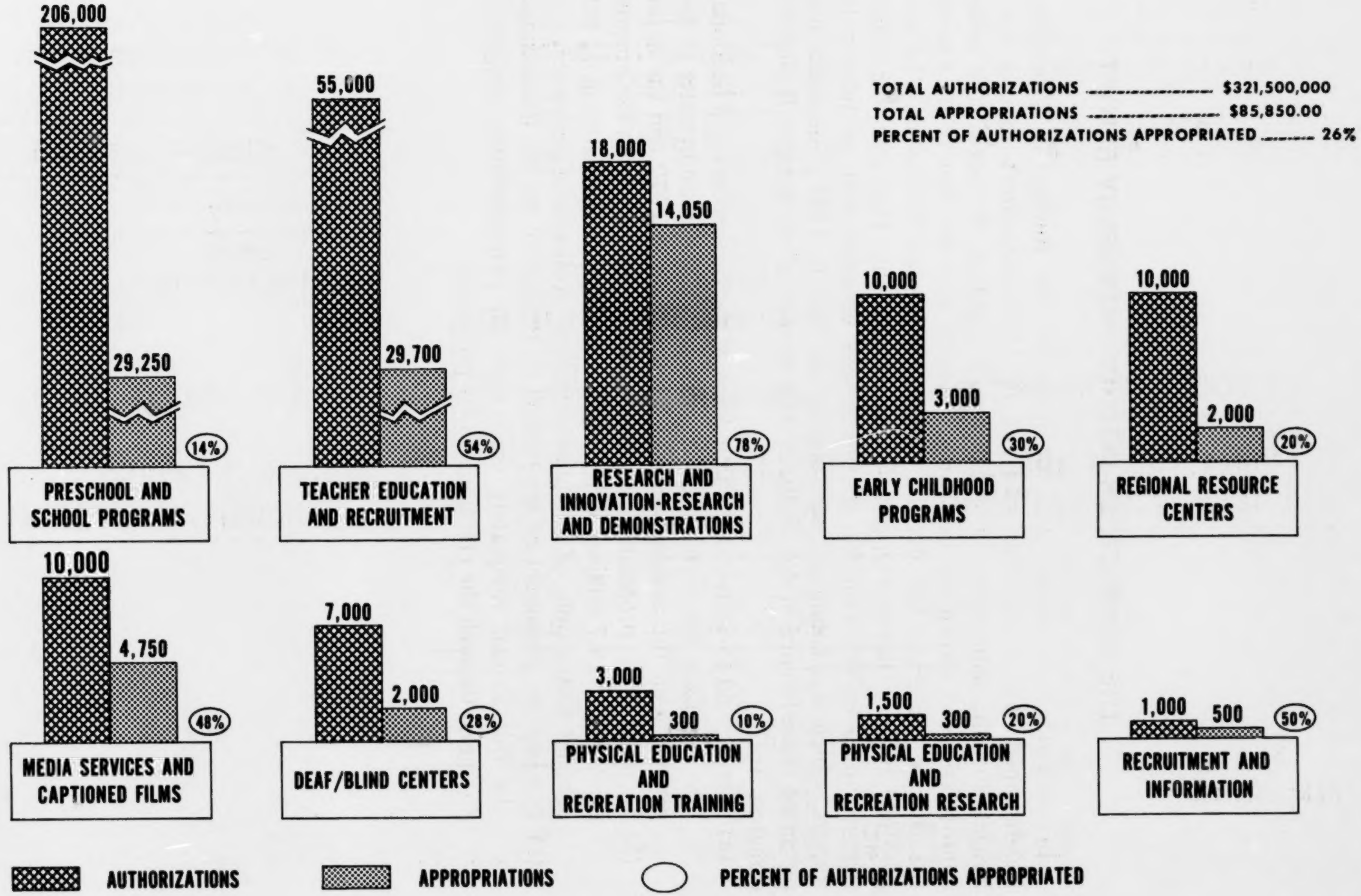
In reviewing the duties and functions of the Bureau of Education for the Handicapped, The Committee analyzed the Administration's request for the 1970 budget for the education of handicapped children. It noted the recommended appropriations as shown on the chart on page 8. It is the view of the Committee that the series of programs initiated by Congress in the last decade must be nourished so they will grow or they will lapse into a state of atrophy. Therefore, the Committee felt that it should inform Congress of this serious situation with an Interim Emergency Report, which was submitted to Congress on May 6, 1969. The entire document is reprinted for reference in Appendix B. The essence of the Interim Report was to urge Congress to:

(a) Increase aid-to-States under Title VI-A of the Elementary and Secondary Education Act from the current $29.25 million to $50 million in order to decrease the gap between the authorization of $206 million in 1970 and the appropriation.

(b) Increase the appropriation for the training of teachers from the proposed appropriation of $29.7 million to $55 million to decrease the alarming lag between the demand and supply of adequately trained professional personnel;

(c) Increase the personnel of the Bureau of Education for the Handicapped so that the Bureau can adequately cope with the responsibilities assigned to it by Congress through the creation of new programs.

BUREAU OF EDUCATION FOR THE HANDICAPPED AUTHORIZATIONS - APPROPRIATIONS FISCAL YEAR 1970 (in thousands of dollars)



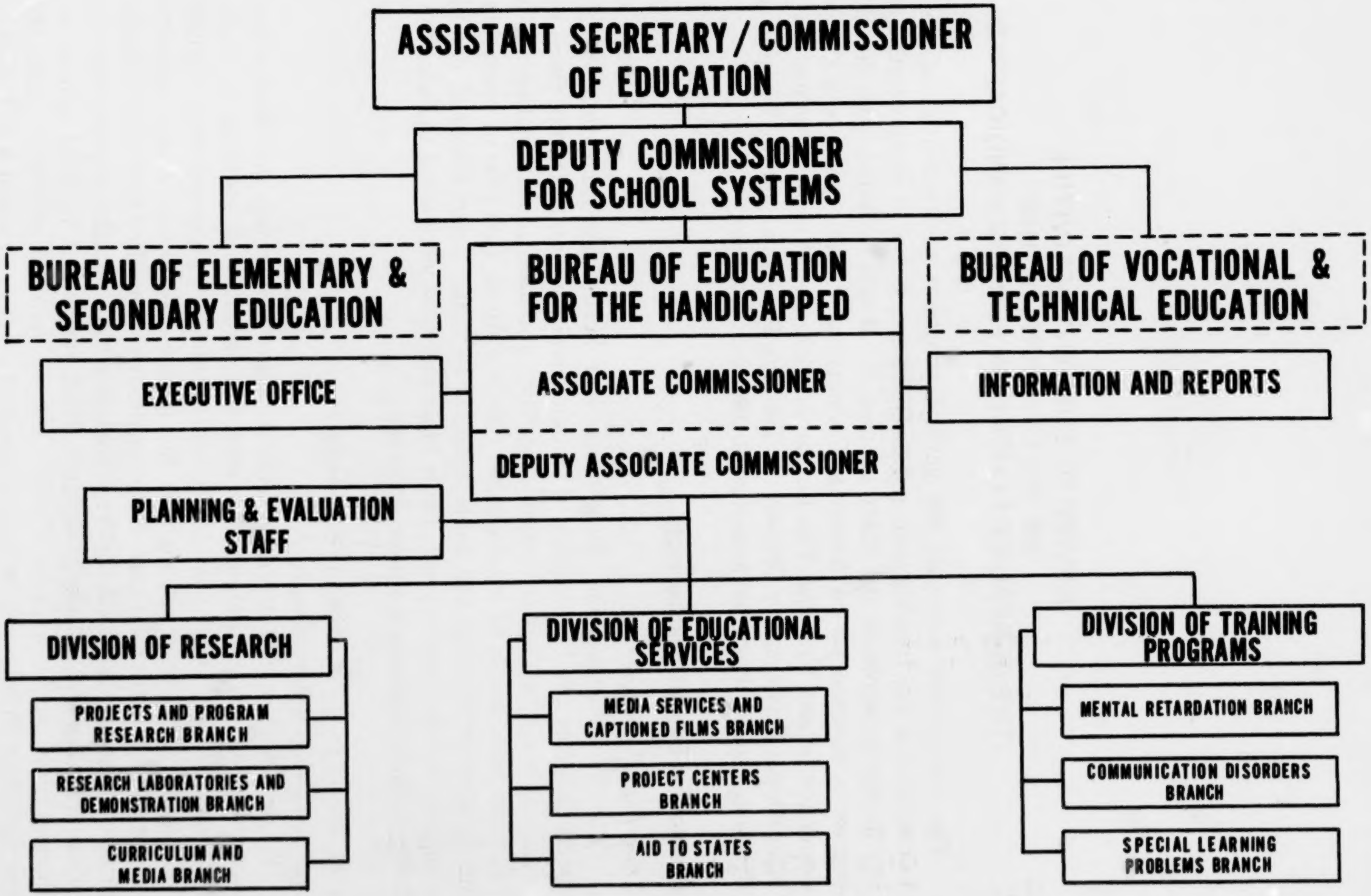
TOTAL AUTHORIZATIONS $321,500,000
TOTAL APPROPRIATIONS $85,850.00
PERCENT OF AUTHORIZATIONS APPROPRIATED 26%

ORGANIZATION CHART

BUREAU OF EDUCATION FOR THE HANDICAPPED

U.S. OFFICE OF EDUCATION

MARCH 1970


ASSISTANT SECRETARY / COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER FOR SCHOOL SYSTEMS
BUREAU OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED
ASSOCIATE COMMISSIONER
DEPUTY ASSOCIATE COMMISSIONER
BUREAU OF VOCATIONAL & TECHNICAL EDUCATION
EXECUTIVE OFFICE
INFORMATION AND REPORTS
PLANNING & EVALUATION STAFF
DIVISION OF RESEARCH
PROJECTS AND PROGRAM RESEARCH BRANCH
RESEARCH LABORATORIES AND DEMONSTRATION BRANCH
CURRICULUM AND MEDIA BRANCH
DIVISION OF EDUCATIONAL SERVICES
MEDIA SERVICES AND CAPTIONED FILMS BRANCH
PROJECT CENTERS BRANCH
AID TO STATES BRANCH
DIVISION OF TRAINING PROGRAMS
MENTAL RETARDATION BRANCH
COMMUNICATION DISORDERS BRANCH
SPECIAL LEARNING PROBLEMS BRANCH

REVIEW OF CURRENT ACTIVITIES OF THE DIVISIONS WITHIN THE BUREAU OF EDUCATION FOR THE HANDICAPPED

The Committee reviewed the general programs and activities of the Bureau of Education for the Handicapped and its Divisions. A revised administrative structure for the Bureau is shown in the chart on page 9. It will be noted from this chart that the Bureau is directed by an Associate Commissioner who reports to a Deputy Commissioner for School Systems. The Bureau is operated by three divisions: the Division of Educational Services, the Division of Training Programs, and the Division of Research. Below is a summary of the activities of the three divisions.

Division of Educational Services

State Plan Programs

Title VI amended the Elementary and Secondary Education Act, to provide specifically for the "Education of Handicapped Children." During fiscal year 1968, a beginning was made toward marshalling State and local educational agency resources to meet the basic needs of handicapped children. In its first year of operation Title VI-A funds stimulated local and State agencies to make larger financial commitments to programs for the handicapped. These State increases were equal to twice the amount of Federal appropriations for these programs.

P.L. 89–313 – (Title I of the Elementary and Secondary Education Act)

P.L. 89–313 which amended Title I of the Elementary and Secondary Education Act provided full entitlement to educate handicapped children in State-supported programs. During fiscal year 1968, under this Act, programs were supported in over 115 different agencies throughout the nation. Previously, many agencies were only concerned with custodial care. Now for the first time they have established educational programs for handicapped children. Agencies have also developed projects designed to bridge the transfer of some children from residential to local education programs. During 1968, approximately 87,000 children received assistance under this program, and first time enrollments in State supported programs totaled 8,207 children.

A significant effort was made by most States to provide overall programs for handicapped children through coordination of the activities of education, health, and welfare agencies in behalf of handicapped children. Title VI-A State plans reported 2,139,000 handicapped children were being served by special education programs. Note chart on page 12, entitled "Handicapped Children Receiving and not Receiving Special Education Services by State – Fiscal Year 1968." In addition to the handicapped children currently being served, the States estimated that approximately 3,822,000 additional children require special education, as shown on the chart on page 13, entitled "Handicapped Children Receiving and not Receiving Special Education Services by Region in Fiscal Year 1968." State plans indicated a need for an additional $2.5 billion from State and Federal sources to provide adequate services for the handicapped children not being served. See chart on page 14, entitled "Handicapped Children Receiving and not Receiving Special Education Services by Handicap – Fiscal year 1968."

Under Title VI-A additional special education programs were extended to 90,000 handicapped children, many of whom received services for the first time.

Title III of the Elementary and Secondary Education Act – (15 Percent Allocation for the Handicapped)

Title III of the Elementary and Secondary Education Act provides for the development of innovative programs and supplementary services in education. For 1968 and preceding years, it is estimated that less than 3.5 percent of Title III funds were utilized for the handicapped. Under P.L. 90–247, a minimum of 15 percent has been allocated during fiscal year 1969 and for the following years. To handle this mandatory allocation of funds, the Bureau established a liaison with the Bureau of Elementary and Secondary Education. Policies and procedures were developed for the administration of the allocated funds for handicapped children, and management was transferred to the Division of Educational Services of the Bureau of Education for the Handicapped.

By the middle of fiscal year 1969, great progress was made. More than 200 projects with components for the handicapped and 12 percent of Title III program funds had been allocated for handicapped children. By the end of fiscal year 1969, it is projected that more than 15 percent will have been allocated for handicapped children, with a total expenditure of from $25 to $30 million.

It is estimated that 50 percent of all handicapped children will, at one time or another, return to the regular classroom. Title III programs are especially effective in constructively bridging the gap to bring together classroom activities of handicapped and normal children.

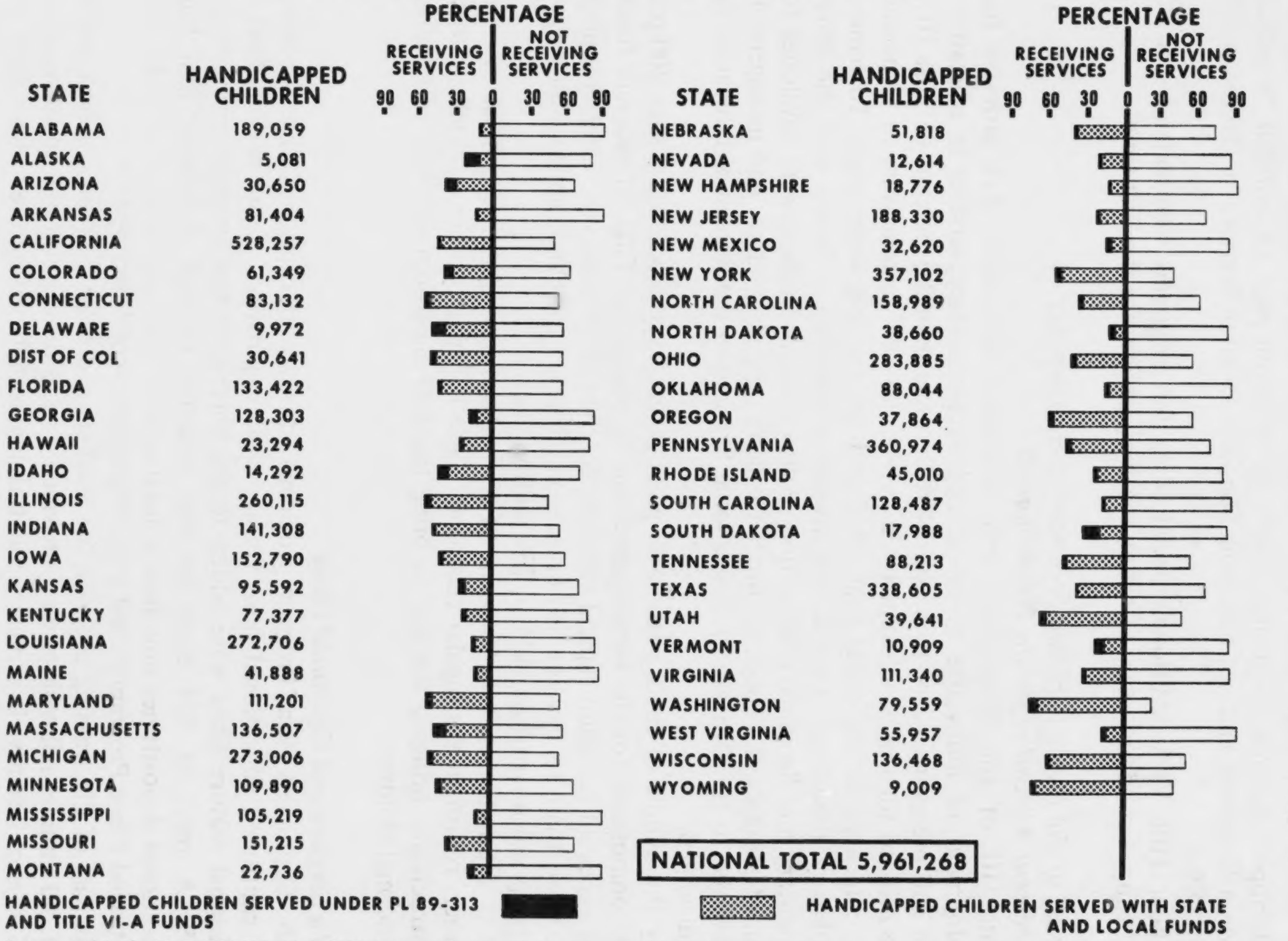
Media Services and Captioned Films

The Captioned Films Program provides feature length captioned films for recreation and captioned educational films for the deaf population of the nation. Forty-three additional feature films were added to the library for this purpose during fiscal year 1968. A total of 301 films are now available through 3 feature film libraries. Educational depositories now have a total of 326 films available. During the year, the Captioned Films Program served a viewing audience of 1,143,638.

As part of the training program for teachers and other persons concerned with the deaf, 90 summer fellowships were provided. In addition, 3,806 individuals were given 3 to 5 days of intensive in-service media training, usually within their own school system. The acquisition of additional equipment allowed the program to place on indefinite loan, the minimum basic media supplies to virtually every classroom for the deaf in the United States. This equipment consists of an overhead projector, a 35 millimeter filmstrip projector, screens, and projection stands.

Additional activities included a research project at New Mexico State University, which was established to investigate the visual perception of deaf youngsters. In

HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING SPECIAL EDUCATION SERVICES BY STATE—FISCAL YEAR 1968

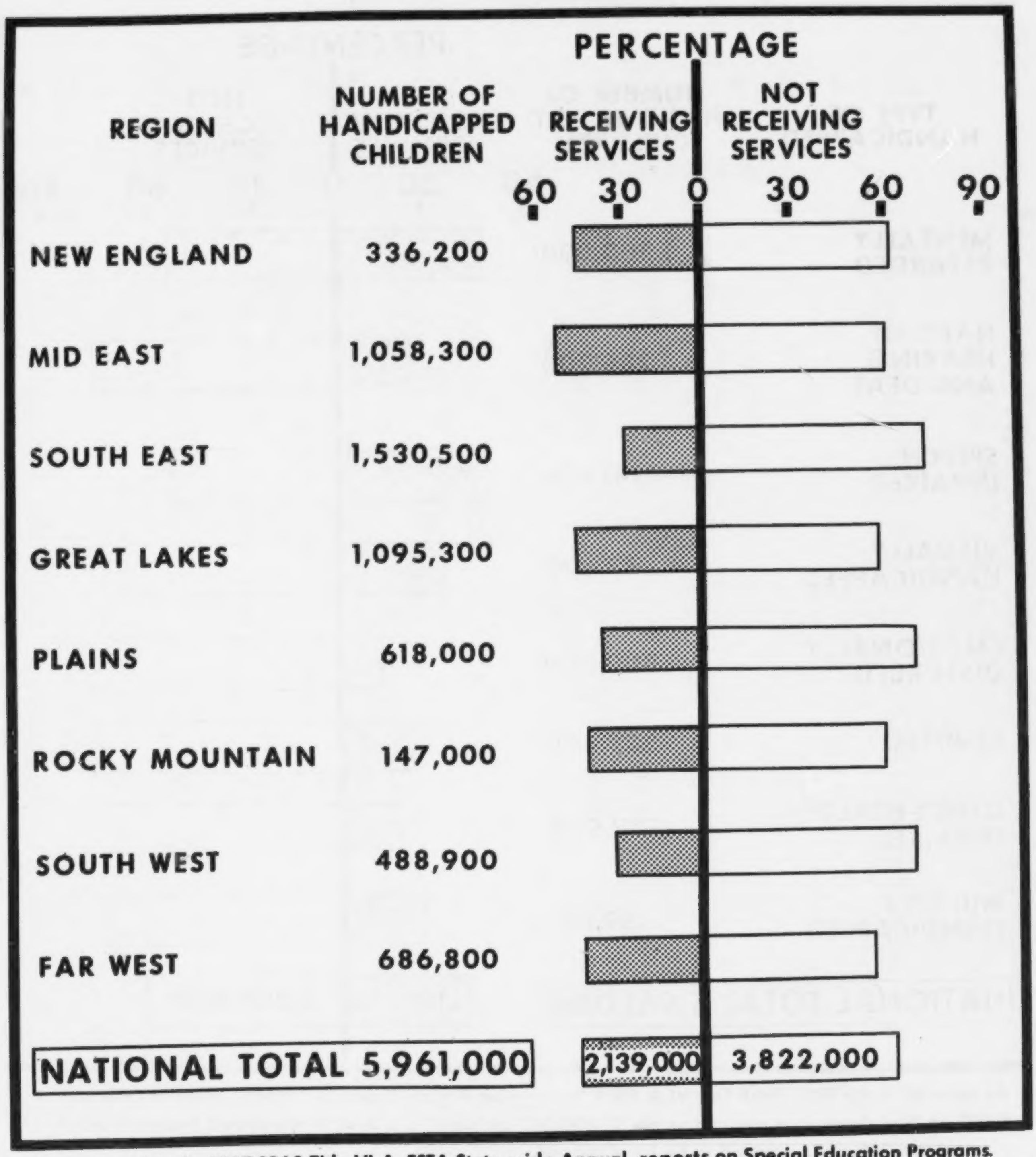


STATE	HANDICAPPED CHILDREN	STATE	HANDICAPPED CHILDREN
ALABAMA	189,059	NEBRASKA	51,818
ALASKA	5,081	NEVADA	12,614
ARIZONA	30,650	NEW HAMPSHIRE	18,776
ARKANSAS	81,404	NEW JERSEY	188,330
CALIFORNIA	528,257	NEW MEXICO	32,620
COLORADO	61,349	NEW YORK	357,102
CONNECTICUT	83,132	NORTH CAROLINA	158,989
DELAWARE	9,972	NORTH DAKOTA	38,660
DIST OF COL	30,641	OHIO	283,885
FLORIDA	133,422	OKLAHOMA	88,044
GEORGIA	128,303	OREGON	37,864
HAWAII	23,294	PENNSYLVANIA	360,974
IDAHO	14,292	RHODE ISLAND	45,010
ILLINOIS	260,115	SOUTH CAROLINA	128,487
INDIANA	141,308	SOUTH DAKOTA	17,988
IOWA	152,790	TENNESSEE	88,213
KANSAS	95,592	TEXAS	338,605
KENTUCKY	77,377	UTAH	39,641
LOUISIANA	272,706	VERMONT	10,909
MAINE	41,888	VIRGINIA	111,340
MARYLAND	111,201	WASHINGTON	79,559
MASSACHUSETTS	136,507	WEST VIRGINIA	55,957
MICHIGAN	273,006	WISCONSIN	136,468
MINNESOTA	109,890	WYOMING	9,009
MISSISSIPPI	105,219		
MISSOURI	151,215		
MONTANA	22,736		

NATIONAL TOTAL 5,961,268

As reported in the 1967-1968 Title VI-A, ESEA State-wide Annual Reports on Special Education Programs.
NOTE: In 1968 there were approximately 57,800,000 children (ages 5-19) in the United States of which 5,961,268 were reported to be handicapped.

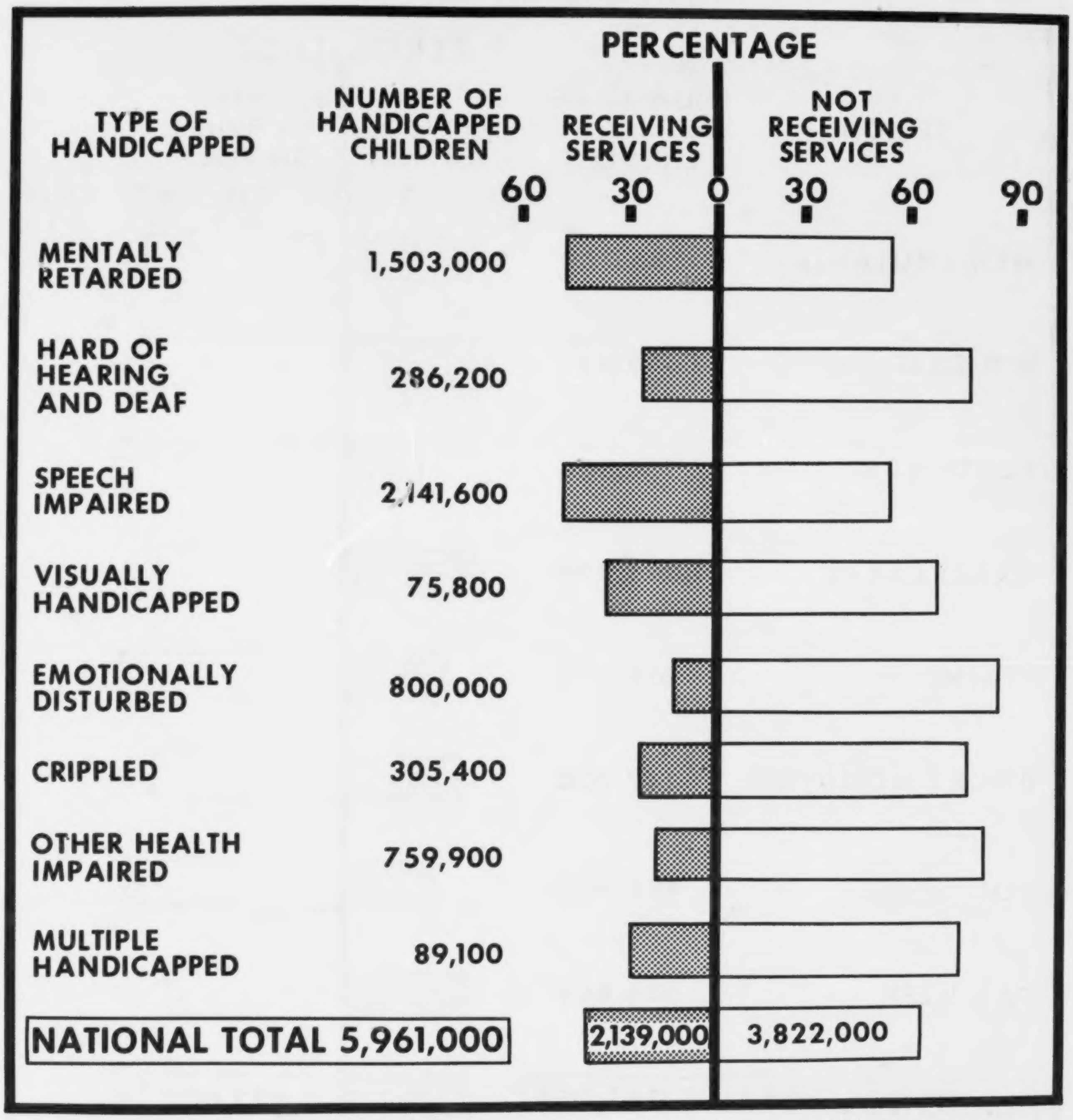
HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING SPECIAL EDUCATION SERVICES (BY REGION) FISCAL YEAR 1968



As reported in the 1967-1968 Title VI-A, ESEA State-wide Annual reports on Special Education Programs.

NOTE: In 1968 there were approximately 57,800,000 children (ages 5-19) in the United States of which 5,961,268 were reported to be handicapped.

HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING SPECIAL EDUCATION SERVICES (BY HANDICAP) FISCAL YEAR 1968



As reported in the 1967-1968 Title VI-A, ESEA State-wide Annual Reports on Special Eduation Programs.

NOTE: In 1968 there were approximately 57,800,000 children (ages 5-19) in the United States of which 5,961,268 were reported to be handicapped.

addition, four Regional Media Centers for the Deaf developed media and related materials for use with educational programs. These Centers also provided leadership for their region with respect to media and innovation for the education of handicapped children.

At the Regional Media Center at Lincoln, Nebraska, a symposium was held on the concept of The Learning Module. Architects and educators were brought together from all over the country to develop lighting, acoustical and educational requirements to be used in the construction of schools and classrooms for the deaf.

Plans are under way to establish exemplary Media Centers to encourage the use of media with all categories of handicapped children, and to explore the best possible usage of media with each type of handicap. As new techniques and materials become available through such Centers, efforts will be made to get them to teachers through a distribution network for use in other areas of the handicapped. Funding for this program needs to be expanded to allow for the development of materials for other areas of the handicapped, besides the deaf. The scope of the proposed new program may be understood by comparing the deaf school-age population of approximately 40,000, with that of an estimated 2,100,000 handicapped children presently enrolled in special education programs.

Areas of Special Concern that Surpass Individual Federal Programs

Three areas involving educational programs for handicapped children are of special concern to the Committee. These three areas have implications beyond single Federal programs.

1. *Lack of Coordination and Incorporation into the Total Program for Handicapped Children* – Recent Congressional legislation has called for coordination and cooperation among all programs and agencies working with handicapped children in order to serve their needs more effectively and comprehensively, and without duplication of effort. It has become increasingly apparent that more leadership should be provided at State and local levels to foster activities to develop leadership skills. In the past, some State agencies have administered Title VI-A and P.L. 89–313 without seeking advice from available experts within their own State, and without coordinating their own programs with those of other local, State and Federal programs for the handicapped. Since handicapped children have become eligible for participation in Federally funded programs, such as the vocational education program, the lack of expert leadership personnel will be a determinant affecting future progress.

   Another aspect of this problem is that programs for the handicapped are not always administered by the State Department of Education which is actually responsible for the State's program of special education. There is an important need to establish an Advisory Committee in each State whose function would be to assist the State education agency in the administration of all Federal programs. The Advisory Committee should assist the State in coordinating all its financial and technical resources into a comprehensive long range program for meeting the needs of handicapped youngsters.
2. *Difficulties in Evaluating Individual Projects for Handicapped Children and the Impact of Federal Programs at all levels* – Legislation by the Congress requires that the impact of all Federal programs and projects at National and State levels must be evaluated. The States have reported that in the area of evaluation they

have encountered major problems with late funding which has resulted in hasty planning and inadequate plans for evaluation. An even more troublesome problem exists, because of the limited number of persons trained in evaluation who are available to assist State and local personnel. Therefore, methods should be developed to transmit knowledge in this field to as many persons as possible, and to increase the number of qualified people in the field of evaluation. The Bureau of Education for the Handicapped should be provided with the means to develop an "Evaluation Resource Guide" for the use of State and local administrators, drawing upon experts in the field to prepare such a guide. Various types of training programs need to be developed in the field of evaluation to meet a variety of requirements. The Bureau should sponsor a series of conferences to foster greater capability in the field of evaluation.

3. *Lack of Communication and Exchange of Ideas and Knowledge on Special Education Among the States* – The States have felt the need for information about what other States are doing in special education. To cope with this problem preliminary steps have been taken by the Bureau to develop and experiment with a data storage and retrieval system for approved projects under Title VI-A, P.L. 89–313 and Title III. This system has the potential to fill part of this need. Further plans are in process to develop materials about exemplary, preschool, and early childhood programs, and other programs for handicapped children which would incorporate information on all activities and resources, regardless of their source of support in order to provide this information to the States. The Bureau is to be commended for the constructive step it has taken in developing a data processing system with the States for gathering of information.

Avenues of Communication

To create greater awareness of the needs of handicapped children in local and State agencies it is necessary for the Bureau to enact guidelines and through additional personnel, provide more and effective communication.

The Committee recommends that the Bureau of Education for the Handicapped strengthen its avenues of communication with State agencies in the following areas:

1. Disseminate information of more successful projects carried on by other States.
2. Produce up-to-date standards of organization for a State to help guide it effectively to coordinate its efforts in obtaining maximum benefits from the Bureau of Education for the Handicapped.
3. Determine the relationship of State Departments of Education to special education staffs in the development of Federal guidelines for grants in aid to States, training programs, and research activities.
4. Provide in-service training programs and consultative services for State Department of Education personnel so that they can become more effective.
5. Provide for wider distribution of materials about programs for handicapped children, through publication of information about exemplary and innovative programs. These publications should be made available to all concerned agencies and the materials should be revised at appropriate times and redistributed.
6. Provide short term orientation meetings for State directors and Title VI administrative personnel.
7. Develop a formula for the interchange of Federal, State, local, and understudy

level staff in order to enable such personnel to acquire knowledge about the programs and problems in special education at each level.

8. Encourage the establishment of a communication center for each State, so that a data processing system at each center can request and receive immediate data from the Bureau of Education for the Handicapped on any subject in the Bureau's data storage bank. These centers could be located in an existing State facility, which would be central to a major population group.
9. If adequate staff is available, a professional team from the Bureau of Education for the Handicapped should be sent to the States to assist in an evaluation survey of current leadership services. The team should review the results of projects funded by the Federal government and make recommendations regarding the expansion and delineation of certain programs.
10. The Bureau should help the States develop Regional Centers to provide resources to handicapped children which would provide diagnostic, testing, and referral services. Provision should also be made for parental counseling and educational information services with regard to handicapped children.

Division of Training Programs

Manpower Development and Training

The overall objective of the Division of Training Programs is to assist all groups interested in the education of handicapped children, and to develop a national pattern of recruitment and personnel training to provide the quantity and quality of educational services needed to educate handicapped children. The interested groups include such organizations as local education agencies, State education agencies, institutions of higher education, professional associations, accrediting agencies, State and Federal legislatures, parent groups, and social service groups.

The overall Federal strategy is:

1. To stimulate all interested groups to increase their efforts to solve the shortage of manpower and training problems;
2. To assist the interested groups in increasing their capability in dealing with these problems;
3. To develop new models the groups can use to help solve their problems; and
4. To supplement activities of the groups if they are unable to accomplish these tasks with their own resources.

These objectives require Federal efforts in the areas of information gathering, analysis, interpretation, dissemination, consultation, and financial assistance.

Since the last Annual Report by this Committee, the Division of Training Programs has developed a conceptual plan for three types of awards to achieve the goals described as follows:

1. *Supplemental support to on-going recruitment and training programs to partially defray the excess cost.* Included are the traditional traineeships and fellowships, plus partial institutional support funds.
2. *Developmental and evaluation awards to provide new approaches for the improvement of recruitment and training.* These awards have been identified as Special Projects.
3. *Excess costs of incorporating the newly developed approaches into the on-going programs.* These awards have not been initiated at this time.

It is believed that a balance between these three types of awards will provide the strongest Federal program since the interaction among these awards will strengthen the other awards. The on-going programs will be providing personnel with the best training experiences known at the time. The developmental and evaluation part of the program will create new approaches which will be more efficient and effective. The third part of the program allows for the orderly transition of introducing new practices while maintaining the achievements of the past. The Committee believes this to be a sound conceptual plan for the further development of the training programs.

The program activities of the Division of Training Programs indicates that the supplemental part of its program is now relatively highly developed. It is serving the function for which it was intended within the constraint of funds and staff. (See Appendix B – Interim Report of the National Advisory Committee on the Handicapped on pages 41 to 63). It should be noted that in general, the professionals in the field concur with the Committee's conclusion.

The developmental and evaluation part of the program was begun in the Spring of 1968. Thirty-six special projects totaling $1.2 million have been funded in a short period of time. These awards are in the planning stage, and therefore, visible results are not yet available. However, the Committee considers this part of the program holds great potential for the future.

The Committee has encouraged the Division of Training Programs, through this part of the program, to increase its efforts to broaden the range of activities, since new approaches to manpower development and training programs are critically needed in a number of areas.

Of particular concern to the National Advisory Committee on Handicapped Children are the following areas:

1. *Exploration by college professors and others of more efficient methods than are presently known to utilize the limited resources of training staffs for increasing the number of personnel needed to educate handicapped children.* The critical shortage of training personnel has tended to focus the energies of training staffs on acting now and thinking later. The Committee feels that the Federal effort should be developed to encourage persons now engaged in training activities to set aside adequate time to carefully develop a sound *conceptual and theoretical basis upon which new training approaches can be designed.* It may require the establishment of one or more Centers to which training personnel can retreat in order to reduce the day-to-day pressures, and where the needed support resources could be supplied while they think through and develop conceptual and theoretical problems. The average college professor at the present time has little organized support to help him instruct students. The teachers have the Instructional Material Centers, but no one helps the professors, or the people who prepare workshops, or special study institutes. The encouragement of designing and testing the utility of Instructional Material Centers for training personnel staffs should be explored.
2. *Joint planning for needed manpower development and training.* Traditionally, colleges and universities have focused on improvement of their graduates. The State and local administrators, although interested in the quality of training, are under tremendous pressure to fill vacant positions and expand services. Some means must be found under the Federal program to provide opportunities for these groups with different pressures, to cooperatively solve the conflict of quality versus quantity.

3. *Coordination of training capability with the initiation of new programs or expansion of old programs.* Any new service, research, demonstration, or training programs started or significantly expanded should take into account the available manpower, and if necessary, the time to prepare new personnel. Therefore, it is recommended that all new legislation have built into the law the necessary *additional funds to train* the extra personnel needed to meet the objectives of the law, and *allow time to train* for an orderly phasing in of new programs. Significant expansion of appropriation requests proportional to the expansion of training programs should be included.

Contributions of the Bureau of Educational Personnel Development

In addition to the regular programs for the training of professional personnel, the Educational Personnel Development Act has supplemented the training of personnel. The Bureau recognizes that the training of personnel for education of handicapped children is one of the key areas of substantial need within the entire range of needs for educational personnel. Therefore, the Education Professions Development Act, particularly under Parts B, State Plan Programs, and Parts C and D, Educational Personnel Development grants, provides new opportunities for support of programs in this area.

The training and retraining of personnel who work exclusively with handicapped children is being supported primarily by the programs of the Bureau of Education for the Handicapped. The training of regular educational personnel including specialists such as counselors, educational technology specialists, and others with an interest in the special problems presented by the handicapped will be primarily supported by programs under the Bureau of Educational Personnel Development. This may include the support of programs devoted entirely to the problems of handicapped children, or programs including units on this subject among other elements. The Bureau of Educational Personnel Development encourages the training of teams, including teachers, aides, administrators and other specialized personnel to cope with the problems of handicapped children. The Bureau is receptive to proposals for training educational aides who work exclusively, or in part, with handicapped children.

The extent of the commitment of the Bureau of Educational Personnel Development to the area of the handicapped depends upon the funds available under Parts C and D of the Educational Personnel Development grants. Approximately 15 percent of funds under these parts are devoted to this purpose, depending on the size of the appropriation. If the funds available are not greater than the 1968 level of the predecessor programs, the availability of funds for this new possibility may be somewhat limited. With regard to Part B (State Plans) future guidelines will encourage the States to devote a similar portion of these resources to programs for personnel necessary for education of the handicapped.

The objective of the Special Education program is to encourage the training and retraining of regular classroom teachers and other educational personnel, to enable them to provide effectively for the learning needs of all children. The program supports projects designed to provide these educators with the insights and skills they need to enable them to work effectively with a broad range of children, including the handicapped. The program is making it possible for regular educational personnel (particularly elementary teachers and subject matter teachers), to work successfully with pupils who are unable to perform at their highest potential in the regular school setting as it is now constituted.

The program is supporting model and experimental projects which demonstrate and evaluate innovative approaches in training college and university personnel to integrate special education effectively in the regular teacher preparation program. These projects are cognizant of critical social problems and include the community, teacher, and the local education agency in program planning and development. The program is training regular teachers in new educational strategies with the intent to provide more individualized and relevant education to children, particularly the handicapped.

The Bureau is also supporting projects designed to train education leaders such as deans of colleges of education, school superintendents, principals, and other school administrators to understand and deal effectively with handicapped students in the regular classroom.

The Bureau is also supporting projects that are designed to:

1. Train support personnel, such as school psychologists, counselors, etc., as well as teachers, so that they will be more effective in dealing with handicapped students in the regular classroom.
2. Train aides, teaching assistants, and others in career ladder programs to assist the teacher in special education classes.
3. Train educational teams composed of administrators, trainers of teachers, support personnel and aides to deal more effectively with handicapped students in the regular classroom.

Priority is given to training projects that address themselves to the needs of the handicapped in poverty populations, both urban and rural.

In arriving at decisions for funding projects that involve training in the area of the handicapped, the Bureau of Educational Personnel Development uses specialized members of reading teams nominated by the Bureau of Education for the Handicapped. Also, the services of staff members of the Bureau of Education for the Handicapped are utilized in the initial screening of proposals.

The extent of the participation of the Bureau of Educational Personnel Development in training auxiliary personnel for the education of handicapped children in 1968-69 is listed below.

Type of Personnel	Number of Personnel
Experienced Teachers	3,709
Prospective Teachers	180
Teacher Trainers	20
Administrative & Supervisory Personnel	263
Aides	3,893
Supportive Personnel (psychiatrists & social workers, etc.)	695
TOTAL	8,760

Division of Research

Research and Demonstration

The Office supports a wide variety of research and demonstration activities designed to improve the education of handicapped children. Authorized by Public Laws

88–164, and 89–105, appropriation for these activities totaled $12.8 million in fiscal year 1969, plus an additional $300,000 for physical education and recreation.

Support is provided for research and demonstration activities relating to the education of handicapped children. Sixty-nine percent of the projects were conducted in college and university settings, while 31 percent were conducted by other public and private schools, State departments of education, clinics and hospitals, and by professional and research organizations.

Included in the $12.8 million was $5.1 million for demonstration activities, of which $3.3 million was used for the development of a national network of Regional Instructional Materials Centers containing new or innovative educational materials for teachers of handicapped children. To support media projects to provide tools for educating handicapped children $1.6 million was required and an additional $1.2 million was obligated for curriculum activities. For research and development centers, physical education and recreation projects and a variety of other research projects, $4.6 million was obligated.

An intramural research program, initiated in 1968 to evaluate the effectiveness of the Bureau of Education for the Handicapped in implementing research efforts, was continued in 1969 and a total of $60,000 was obligated for this effort.

During 1969, the Bureau worked to increase communication with professional educators, to broaden the scope of research and related activities it supports, and to interrelate and integrate its activities.

During 1969, four grant awards were made for the establishment of Regional Resource Centers, authorized under Public Law 90–247. These Centers will provide teachers and other school personnel with educational evaluation and assistance in developing specific education strategies. A total of $500,000 was obligated for these Centers.

Research and Related Activities

The goal of the research program for the education of handicapped children is to find new mechanisms for improving the education of handicapped children. Since the goal relates directly to the education of these children, program priorities were placed on applied research rather than on basic research. Answers are being sought to very serious and pressing educational problems. The following are some of the principal research activities supported by the Bureau:

> *Research and Development Centers* – For the past few years, the research program has been supporting one Research and Development Center at Teachers College, Columbia in New York City. This is a general Center concentrating on several areas of the handicapped with a diversity of research interests. This Center is funded with approximately $700,000 annually. The Research and Development Advisory Committee approved two new applications for Centers in fiscal year 1969. One is to be located at Indiana University to focus on the problems of the mentally retarded. The primary task of this Center is to find ways of permitting educable mentally retarded children to remain in regular classes and to "pass" as normal learners. The second Research and Development Center approved this year will be located at the University of Minnesota in Minneapolis, Minnesota. The level of funding at these new Centers will eventually range from $500,000 to $700,000 annually. Several new Research and Development Centers will be initiated in the coming year. Plans are being considered to initiate Centers to focus on many problems of evaluation.

Programmatic Support – Programmatic support differs from research and development support in that it requires less of a university commitment to a problem area, and is generally supported at a lower money figure. Programmatic support is more flexible than project support since it permits the investigators to follow leads as they are discovered and drop blind alleys as they become known. Several programmatic grants have been awarded over the years. A new one was initiated this year to focus on language development for the deaf. This project will be concerned with the area of generative grammar for deaf youngsters. Approximately $1,100,000 was budgeted for programmatic grants for the current fiscal year.

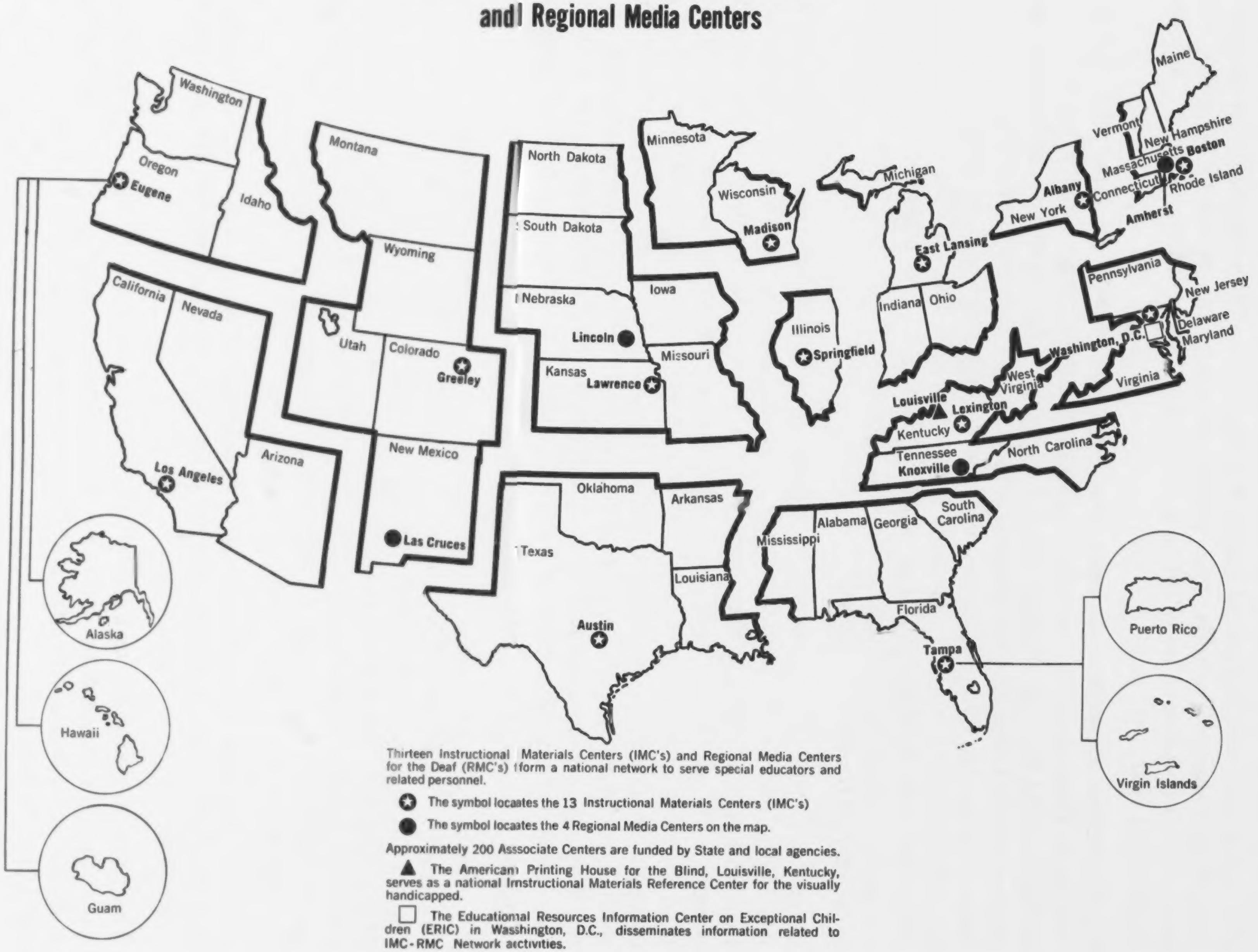
Research Projects – Project research forms the backbone of most research support agencies. Approximately $2,000,000 was budgeted for this activity for fiscal year 1969. Thirty-three projects are now supported. These projects cover the full range of researchable questions for all handicapping conditions. Although the Division operates with fairly well defined priorities, these priorities are often relaxed with reference to project support, because it is through such support that new ideas, new issues, and new priorities are often discovered.

Dissemination Projects and Programs – Probably the most serious problem in improving education is that of getting information to the tens of thousands of teachers in the classrooms. Without some effective communication mechanism for reaching teachers concerned with special education (numbering approximately 70,000) there is little hope of changing or improving educational programs. Last year over $3 million was spent on this problem. Most of this was for 13 Instructional Materials Center programs the locations of which are shown on the map on page 23 and for the Educational Resources Information Center (ERIC). These Instructional Materials Centers have been extraordinarily successful in stimulating the development of over 150 State supported associated Instructional Materials Centers. By the end of the fiscal year 1969, very few of the existing Federally supported Centers will still be providing direct services to teachers and an estimated 200 Centers will be supported by State and local community agencies. Most will be changing their emphasis to research and development activities relating to the problems of educational materials and dissemination. It is projected that Federal research funds will not be used for the support of Instructional Materials Centers after the next two years.

However, the problems of dissemination and communication are not solved. Fiscal year 1970 will be a period of evaluation and planning to determine the need for new directions and new efforts in this area. A national planning committee will be established to help with this effort.

Media – Media activities account for over $1 million in educational support. The bulk of these funds (over $700,000) has been used for the development of new educational electronic equipment. This sizable investment in hardware development is necessary, since one cannot expect industry to support such new developments for only a limited market. Once the hardware is developed, however, it may become possible for commercial firms to manufacture the new educational devices. It is anticipated that there will be a reduction in the amount of funds from research for the support of media activities as the expanded media authority under the Division of Educational Services becomes more fully funded.

Network of Instructional Materials Centers and Regional Media Centers


Washington
Oregon
Eugene
Idaho
Montana
Wyoming
California
Nevada
Utah
Colorado
Greeley
Arizona
New Mexico
Las Cruces
Los Angeles
North Dakota
South Dakota
Nebraska
Lincoln
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Knoxville
Mississippi
Alabama
Georgia
South Carolina
Florida
Tampa
North Carolina
West Virginia
Virginia
Washington, D.C.
Maryland
Delaware
New Jersey
Pennsylvania
New York
Albany
Amherst
Connecticut
Rhode Island
Massachusetts
Boston
Vermont
New Hampshire
Maine
Alaska
Hawaii
Guam
Puerto Rico
Virgin Islands

Thirteen Instructional Materials Centers (IMC's) and Regional Media Centers for the Deaf (RMC's) form a national network to serve special educators and related personnel.

✪ The symbol locates the 13 Instructional Materials Centers (IMC's)

● The symbol locates the 4 Regional Media Centers on the map.

Approximately 200 Associate Centers are funded by State and local agencies.

▲ The American Printing House for the Blind, Louisville, Kentucky, serves as a national Instructional Materials Reference Center for the visually handicapped.

☐ The Educational Resources Information Center on Exceptional Children (ERIC) in Washington, D.C., disseminates information related to IMC-RMC Network activities.

Research Training – Research training, although planned to begin this year, is still not initiated. This activity will be started in fiscal year 1970.

Intramural Research – A small number of activities were initiated during the current year under the new intramural research authority which were related to program evaluation studies. Probably one project–a study of preschool programs for brain-injured children in an effort to reassess researchable variables–will be initiated for the next year.

Demonstration Projects – Demonstration projects provide an opportunity to try new ideas. Demonstration provides one form of dissemination activity, but it is only partially useful for that purpose since it is difficult to accomplish and requires as much research talent as most research projects, and much more creativity than most research projects. For this reason, not many applications are received and only a limited amount of money is allocated for this activity. During fiscal year 1969 only $900,000 was allocated for this activity. However, this budgeted amount was exceeded in requests by almost $500,000. Therefore, the amount to be budgeted for fiscal year 1970 will be increased.

Curriculum Projects and Programs – Approximately $1 million was allocated during fiscal year 1969 for the support of curriculum development activities. Somewhat less than this was invested in the support of 11 projects. Curriculum development is complicated, costly, and time consuming, but vitally important for special education. Three projects of some magnitude are currently being supported. One project is designed to develop a social learning curriculum for the mentally retarded. The second is to develop a physical education curriculum for the same population, and the third is designed to experiment both with curriculum development and a system for dissemination, also relating to the mentally retarded. The level of funding budgeted for next year will be increased slightly.

Projections for the Future – Two new activities are projected for fiscal year 1970. One will focus on the development of mediated introductory special education courses for use by small teacher training colleges. A single grant will be made to a Media Center to develop course materials. The Center will also train personnel from specified teacher training institutions in the use of these materials. The purpose is to enable these smaller colleges to make more effective use of their limited staffs and thereby to encourage the training of more teachers.

Physical Education and Recreation – The $300,000 appropriated for this purpose was invested in four projects, one of which concentrated on the development of curriculum for physical education.

The physical education and recreation authority was modeled upon the legislation for the general research program as it was originally enacted. It would be helpful if this Act was changed with a technical amendment to bring it into line with the other legislation for research.

CURRENT ISSUES AND ACTIVITIES OF THE BUREAU OF EDUCATION FOR THE HANDICAPPED

The Committee considered the recent developments, problems and issues faced by the Bureau of Education for the Handicapped. Aside from the review of the activities and problems of the divisions of the Bureau (discussed in the preceding section), the relevant activities are reviewed under the following topics: (1) The Handicapped Children's Early Education Assistance Act, (2) Learning Disabilities, (3) Centers and Services for Deaf-Blind Children, (4) Vocational Education for the Handicapped, (5) Regional Conferences, (6) The Five Year Plan, and (7) The Persistent Problem of the Handicapped in the Inner City.

Early Education Assistance Act

The Committee was particularly pleased that the Congress took special note of one of the most important issues concerning handicapped children, which the National Advisory Committee had emphasized in its First Annual Report to the Congress in 1968.

Passage of the Handicapped Children's Early Education Assistance Act by the Congress represents landmark legislation in coping with the problems of handicapped children. The Committee, and doubtless the nation's parents of very young handicapped children, are grateful to Congress for passing this legislation, since it provides an important breakthrough in establishing a foundation for a better future for young handicapped children, and the alleviation of some or all of their handicaps at a later age.

During July 1968, hearings were held before the House of Representatives Select Subcommittee on Education and Labor, the Handicapped Children's Early Education Assistance Act, (H.R. 17829). The bill to authorize preschool and early education programs for handicapped children was passed by Congress and signed by the President on September 30, 1968.

This bill (P.L. 90–538) authorized the U.S. Commissioner of Education to make grants or contracts with public agencies and private nonprofit organizations to develop and operate preschool and early education model demonstration programs which show promise of promoting comprehensive and feasible approaches to educational and other special problems of handicapped children.

Following passage of the Act, a national conference of experts was held in Washington from November 25-27, 1968, to assist in developing guidelines.

After publicity about this program was released, the response to the program from public and private organizations highlighted the great national need. The response was far greater than any other comparable program operated by the Bureau. The interest was reflected in requests for approximately 1,800 copies of the guidelines for this program. A large volume of mail and telephone calls was received from the general public and the Congress and proposals were received from 49 States and the District of Columbia, including requests for the funding of Centers in rural as well as urban settings from many different types of sponsors. These proposals reflected a variety of model programs to serve the different types of handicapping conditions. Two-hundred and three proposals were submitted requesting $10,450,023 for the first year of operation.

A careful review of the proposals was made by twenty-three consultants and site visits were made to the highest rated operational projects. A national advisory group of twelve experts met in Washington from May 19 through May 21, 1969, to evaluate the 56 highest rated proposals and to make recommendations for final selection to the Bureau of Education for the Handicapped.

One million dollars was made available to fund 24 Centers for the first year of the program. Three operational Centers have been selected for funding at approximately the $100,000 level. Twenty-one projects have been approved as planning grants to be funded at approximately $25,000 each. In addition, as required by the legislation, a grant was made for an evaluation project at a training Center at the Graduate School of Education at the University of California in Los Angeles. Complementary grants to special projects to help provide in-service training for staff of the model programs was made available by the Division of Training Programs to the University of Texas, Austin.

The Act authorizes $10,000,000 for fiscal year 1970, but only $3,000,000 was included in the 1970 budget request for that period. It is estimated that with these limited funds in 1970 there will be only approximately 20 continuing grants for about $100,000 each and 22 new planning grants at $25,000 each, with $60,000 allocated for evaluation costs.

Over the next five years, 1971-75, with adequate Congressional appropriations, the Bureau is aiming to build up the nation's capacity to serve approximately 22 percent of preschool handicapped youngsters in model programs. In addition to this Act, the Bureau of Education for the Handicapped is using its research and training authorities to strengthen the Centers and its entire early education program. It is expected that within two to three years the experience from these initially funded Centers should provide the needed guidance for the expansion of adequate services to preschool handicapped children.

Learning Disabilities

In the First Annual Report of the National Advisory Committee (1968) "Special Learning Disability" was selected as one of the four issues requiring the attention of Congress. The Committee was pleased to note that the Senate and the House introduced bills entitled *Children with Learning Disability Act of 1969.*

There are many children who exhibit specific learning disabilities. Their learning problems differ in important respects from those of the hard of hearing, the retarded, the emotionally disturbed and other handicapped children. Special remedial programs need to be made available to help these children achieve their educational potential.

Although a given child's special learning disability can usually be determined, it has proven very difficult to specify criteria which would define this group of children clearly and unequivocally. Consequently, many definitions are to be found in professional literature and in the legislation which has been enacted in behalf of these children by the various States.

Drawing upon all this background, the National Advisory Committee on Handicapped Children has elected to define this group of handicapped children as follows:

> "Children with 'special learning disabilities' means those children who have a disorder in one or more of the processes involved in understanding or using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental asphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental damage."

While this definition may not be completely satisfactory and will be refined through subsequent research, it provides a necessary basis of identification for the development of the special educational services which these children urgently need. This definition is not intended to preclude the provision of necessary services to children with multiple handicaps, of which a specific learning disability may be only one component.

Senate Bill 1190, House of Representatives Bill 8660 and House of Representatives Bill 9065, provide explicitly for the research needed to advance understanding of learning disabilities and develop improved methods of teaching for this group of children. They also provide for the training of personnel, and for the establishment of model programs for the delivery of the necessary educational services. The National Advisory Committee on Handicapped Children strongly endorses this legislation and urges the appropriation of sufficient funds to accomplish its purpose.

The Committee recommends that the following changes be made in the language of the proposed legislation:

> In S. 1190, Children with Learning Disabilities Act of 1969, February 28, 1969, Sec. 611, Par. d., "Specific Learning Disabilities" and in each similar instance throughout the bill, such words be inserted to make the bill refer to "Specific Learning Disabilities."

The Committee also suggests the desirability of adding the following section to each of the proposed bills in order to alleviate the anxiety that has been expressed by some groups:

> "Nothing in the bill should be interpreted to change the status of children already eligible for services under legislation for the handicapped."

It must be recognized that the definition which has been formulated by the National Advisory Committee on Handicapped Children, has sometimes been interpreted so broadly as to include any child who is not making satisfactory progress in school – particularly, any child who is retarded in reading. Such a broad interpretation ignores the distinction which must be made between a general remedial education program, and a program designed to remove the specific learning disabilities exhibited by this special group of children.

To avoid the dissipation of funds designed to provide assistance for children with specific learning disabilities, the National Advisory Committee on Handicapped Children recommends that the present definition be interpreted conservatively to include only 1 to 3 percent of the school age population, at least, until further research provides objective criteria which will more clearly define these handicapped children.

Centers and Services for Deaf-Blind Children

During fiscal year 1969, eight Regional Centers to serve deaf-blind children in 41 States have been approved for funding as shown on the map on page 29. These children are the victims of the 1964-65 rubella epidemic (German measles). Five Centers started operations during the summer of 1969. Three others will devote their first year to planning and developing comprehensive services required under Title VI-C of the Elementary and Secondary Education Act.

With the need for immediate services and the limited appropriations available, and the lack of facilities designed specifically for deaf-blind children, the Centers will endeavor to make effective use of all their presently existing services through the coordinated effort of participating agencies in each region. One agency will house the Coordinator of the Center who has the responsibility to see that deaf-blind children in that region are provided appropriate services from participating agencies, and that new services are developed wherever necessary. Coordinating agencies funded this year cover a broad range. They include State departments of education, private schools, State-supported schools for the blind, and a private hearing and speech Center.

The Centers will seek to provide comprehensive diagnostic and evaluation services; education, adjustment and orientation programs; and consultative services for families and Center staff. They may also develop inservice training programs for staff and allied personnel; clinical, research and demonstration projects; and dissemination of materials and information about the practices found effective in working with deaf-blind children.

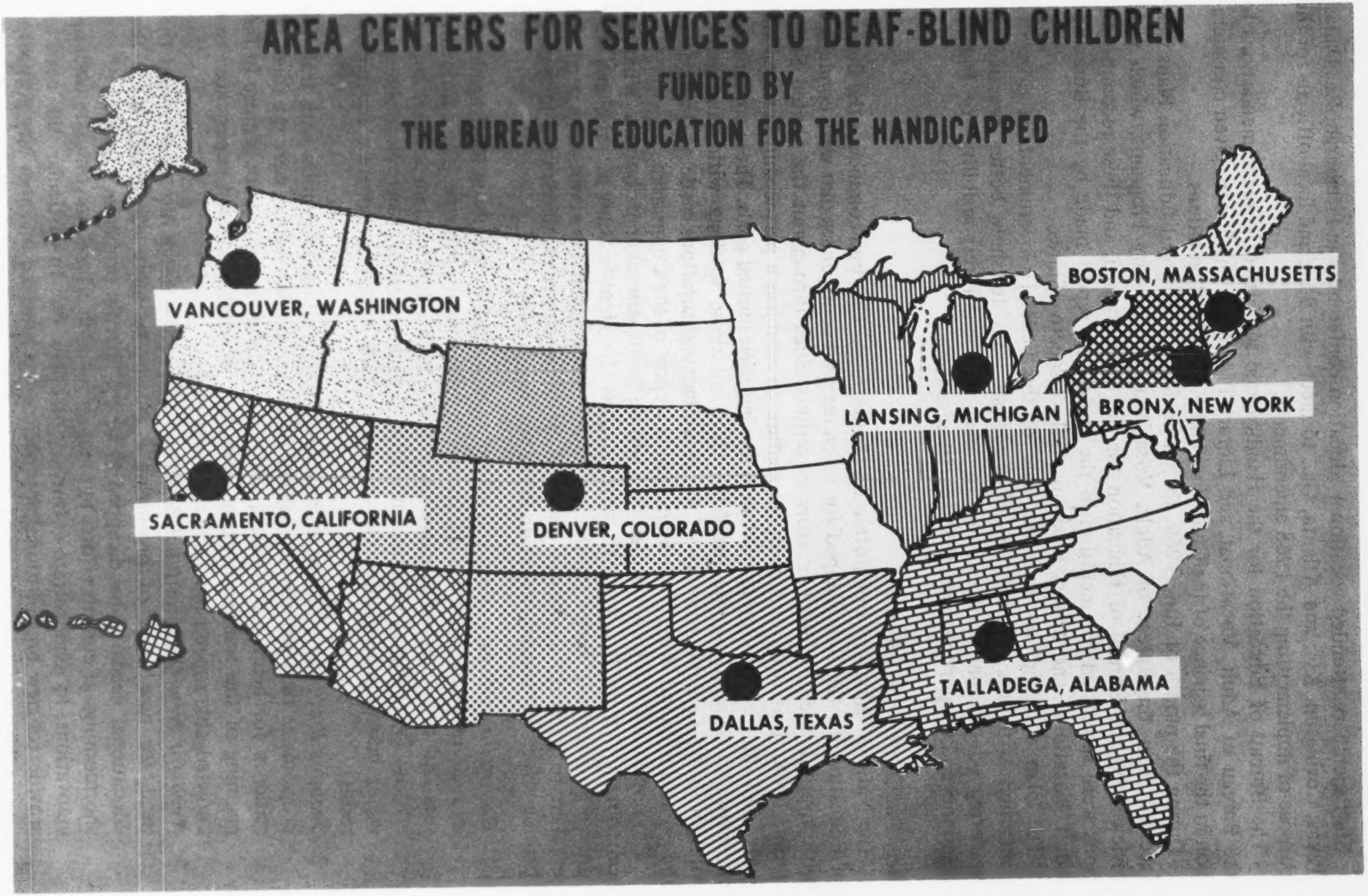
The program is currently funded at $1,000,000. Sufficient appropriation support is needed in 1970 for two additional Centers to serve the remaining nine states, and to bring the three Centers now in the developmental stage up to an operational level. Future funding should aim for the $12 – $15,000 per capita annual cost of educational management for the estimated 4,000 deaf-blind children in this country.

The Federal government needs to provide an adequate and much higher level of funding if these children are to have even a remote chance to be brought into the human family. The assumption of responsibility for handicapped children by the Federal government is traditional, and dates back to the acceptance of the idea to finance Gallaudet College more than 100 years ago. Later financing was provided for the American Printing House for the Blind, Captioned Films for the Deaf, the National Technical Institute for the Deaf, the Model High School for the Deaf – and now the Deaf-Blind Centers.

Provision should be made for all deaf-blind children affected by rubella and other communicable diseases. A large number of these children have already lost forever many possibilities to develop their potential due to the lack of financial support. Because of the delay in receiving early and adequate funding the cost to society over the child's life span will be approximately $180,000 for custodial care for each child.

Vocational Education for the Handicapped

The Bureau has initiated planning activities for the handicapped in anticipation of participation during fiscal year 1970 in the implementation of vocational education programs. This is a result of the new provisions for the handicapped contained in P.L. 90–576, the Vocational Education Amendments of 1968. A major provision of the Act is to set aside at least 10 percent of each State's allotment of funds appropriated for State planned programs (Parts B and C, Title I) to help insure that vocational education is provided for persons with handicaps which prevent them from succeeding in regular vocational education programs.



AREA CENTERS FOR SERVICES TO DEAF-BLIND CHILDREN

FUNDED BY

THE BUREAU OF EDUCATION FOR THE HANDICAPPED

VANCOUVER, WASHINGTON
SACRAMENTO, CALIFORNIA
DENVER, COLORADO
DALLAS, TEXAS
LANSING, MICHIGAN
TALLADEGA, ALABAMA
BOSTON, MASSACHUSETTS
BRONX, NEW YORK

Staff members attended vocational education conferences in Pittsburgh, Pa.; Dallas, Texas; Covington, Ky.; and Atlanta, Ga., to meet with State and local officials for the purpose of implementing the 1968 amendments.

The Bureau of Education for the Handicapped submitted its recommendations to the Bureau of Adult, Vocational, and Library Programs, which were given consideration in the final issuance of the Guidelines and Rules and Regulations.

During the month of June 1969, forty-four State Vocational Education Plans were received from the Bureau of Adult, Vocational, and Library Programs, which were reviewed by the Bureau of Education for the Handicapped, and these recommendations were submitted for inclusion in the evaluation report made by the Bureau of Adult, Vocational, and Library Programs to the respective States.

The plan contemplates that the role of the Federal Government be primarily concerned with the acceleration of demonstrations to show better practices in rendering educational services, and to assume a major responsibility for training personnel and supporting research in special education.

Regional Conference Summary

The National Advisory Committee on Handicapped Children commends the Bureau of Education for the Handicapped for seven regional conferences that were conducted with approximately 1,000 educators in various cities throughout the United States during 1968. This is an exemplary procedure to establish a partnership between the States and the Federal Government in achieving their mutual goals. These conferences endeavored to determine the problems faced by those working with handicapped children in the field. A summary of the recommended solutions made at the regional conferences is included in this Second Annual Report of the Committee.

The results of the regional conferences add up to substantial contributions. What has been obtained from the regional conferences is the identification of problems that concern professionals working in the area of the handicapped. However, steps must still be taken to generate a program that will be of assistance in developing long-range planning efforts for special education in the following areas:

1. *Research Problems* – Research efforts were judged to have been too fragmented and far removed from crucial classroom educational problems. The administrators and consumers of research do not see much value to them in their current efforts. There was recognition of a need to focus research efforts on problems of major educational significance and concentrate efforts to insure a meaningful result.
2. *Training Problems* – There appeared to be general dissatisfaction with training programs as they are now constituted. Colleges and universities were the focus of criticism for being too isolated, and for not involving the schools more in the planning of the training program. The lack of solid practicum experiences and knowledgable supervision was a recurrent theme.
3. *Need for New Organizational Patterns* – There was much discussion about the need for new ways of organizing resources to more effectively meet the educational needs of handicapped children. Specific problems consisted of the shortcomings of current efforts to organize research efforts, to stimulate training innovations, to demonstrate exemplary practices, etc. In particular, this need to provide for new organizational approaches was centered on inner city and rural area problems.

4. *Communication Problems* – There was a general and pervasive concern about the lack of communication at all levels and through all channels of special education. If we accept the views expressed at the regional conferences, we must believe that special educators operate as islands unto themselves. There is not enough significant communication between State and Federal administrators, colleges and universities, and the system fails to deliver much information to regular school teachers, administrators or parents. No one had much confidence that we were on the way to developing the kind of communication systems that seem necessary in a complex and interrelated modern educational system.
5. *New Personnel Needs* – There was a generally accepted need to train a much wider variety of specialists to work in educational programs for the handicapped ranging from para-professionals to master teachers; from aides to clinical professors.
6. *Categories* – There was strong sentiment that special education had to move away from the use of categories of handicaps as traditionally employed. Some kind of educational-remedial model was seen as the general direction in which to move, but the exact nature of such a model was not too clear at this time.

It became obvious that the regional conferences were able to do only a part of the task in the difficult area of generating solutions. One can divide the task of producing solutions into the statement of needed objectives and the engineering design necessary to reach those objectives and this engineering phase is yet to be done.

Five Year Program Plan

As a part of the program planning effort of the Office of Education, the Bureau of Education for the Handicapped has submitted to the Education Task Force the second draft of its five year plan for fiscal year 1971-75.

As a first step in developing the plan for education of the handicapped, a group of experts and practitioners from within and outside the Federal government were called to Washington. The group discussed the Bureau's problems and programs and came up with some recommendations for providing quality education for the handicapped. The recommendations of these experts have been studied and incorporated into a plan for education of the handicapped children of the nation.

The plan states that its basic goal is to provide for equality of educational opportunities for the handicapped. The needs that were identified are as follows:

- Sixty percent of the established 5.7 million handicapped school-age children do not receive needed special educational services.
- Today's trained professional personnel are fully utilized in serving only 40 percent of the need, and current production of new professionals exceeds the supply by only 6-7 percent per year.
- There is serious need for an expanded research effort which seeks improved educational methods and curriculums to educate handicapped children.

These three basic needs are the framework for the plan, which has as its major objective to assure every handicapped child the special services needed for full educational opportunity. Because of limited funding levels in the area of services to handicapped children, the plan has been shaped around the concept of an "accelerated demonstration program."

This planned approach to achieving the major objective of Federal programs for handicapped education is based on the concept that a small, but carefully applied, infusion of Federal funds, will have a great impact in the expanded use of State and local funds for the education of the handicapped. The plan calls for focusing of attention upon the development of new and better models for the delivery of services. This integral plan also cites the need for a substantial effort to educate leadership personnel over three years, starting in fiscal year 1971, in order to improve the output capability of colleges and universities to meet the manpower needs forecast for 1976.

The third strategic element in this plan is the requirement that the research effort must be stepped up to a level where meaningful applied research programs can be conducted.

Handicapped Children in the Inner Cities

During its deliberations in 1969, the National Advisory Committee on Handicapped Children concerned itself with educational needs of disadvantaged handicapped children. The first consideration was to determine how well special education programs serve disadvantaged handicapped children. This question involves identification of large numbers of disadvantaged children as being handicapped, with particular reference to the practice of classifying such children as mentally retarded, or emotionally disturbed on the basis of tests standardized primarily on middle class white children. The second consideration was how to determine what services can be provided to those disadvantaged children who might require the help of educators, but for whom adequate preschool and school programs might prevent their being identified as handicapped.

Leaders in special education, parents of disadvantaged children, and other concerned individuals and organizations have questioned the practice of identifying a disproportionate number of disadvantaged children as "retarded," or as "emotionally disturbed." The standard methods for measuring intelligence, which form the basis for most classifications for the retarded, are well known by professionals to be influenced by the socio-economic conditions in which the children have been raised. Faulty identification can occur if those conditions are significantly different from the population on which the test was standardized. When intelligence tests show a larger proportion of disadvantaged youngsters to be retarded than for the population at large, such tests may in fact accurately predict that these youngsters will have difficulty in the average "white, middle class" educational system. However, such tests may not accurately estimate the ability of the child to profit from adequate and appropriate education.

The basic concern raised by this analysis is that the labeling of children mistakenly identified as retarded or disturbed might erroneously stigmatize them, and any expectation for achievement in school will be lowered. Recent studies have demonstrated that when the expectation of teachers is lowered, the child achieves less than when greater achievement is expected. Further, the type of education such a child might receive in special classes while having certain advantages, e.g., lower teacher-pupil ratio, teachers more sensitive to problems of learning, etc., may be outweighed by the lower achievement of children labeled as retarded, and possibly by more limited education.

If we look carefully at the dynamics of teaching and learning in the inner city school, we find on the part of teacher and parent alike, recognition that many youngsters from such environments need to be provided with special teachers, special equipment, and perhaps special teaching techniques suitable to their own unique development. But there is a corresponding dissatisfaction, disrespect, and suspicion of too formal a separation of such inner city youngsters into static groups and other forms of tracking.

Parents in the inner city area, particularly black parents, have reasons to fear programs which would place an undue stigma on an already stigmatized group. These parents are calling for special assistance for their youngsters who they understand need additional help in order to meet the mainstream demands of education in a pluralistic society.

The parents of inner city children, for example, will no longer support an imposed pedagogy which concerns itself with its children as problems, such as: poor verbal communication skills, disruptive-maladaptive behavior patterns, dis-identity, self-derogation, inability to delay gratification, and hopelessness. They expect from special education a new pedagogy which emphasizes (1) the spontaneity, problem-solving ability, and creativity which exists and grows under severe limitation of the urban environment, (2) the nature and effect of peer collectives which are the major socializing agent, particularly for the urban black child, and (3) the course of development of acute social perceptiveness, particularly the cognitive and affective styles which permit the development of extensive non-verbal communication processes.

This movement is taking place at the same time that educators themselves are questioning the necessity for their special and exclusive categorical systems of handicaps.

Colleges of education, teacher training programs, and public school departments of special education have rare opportunities at this time of heightened concern about the place and quality of education for inner city dwellers. It would appear that the area of special education has a unique contribution to make in concert with general education to help alleviate some of the educational handicaps presented by youngsters in the inner city. But such contributions come in a form which lessens rather than compounds the problem for inner city children.

Based on these premises, the Committee recommends that:

1. The Bureau of Education for the Handicapped in cooperation with other appropriate Federal agencies, encourage the development of research efforts to provide more information about measuring intellectual functioning of disadvantaged youngsters. This would allow for accurate distinctions between those youngsters who might be said to be retarded in a "classical" sense, and those for whom environmental factors have produced a kind of "psuedo-retardation."
2. The Bureau of Education for the Handicapped should work cooperatively with the education profession as well as special education, to reduce sharply the numbers of children classified as retarded, and thereby eligible for Federal aid-to-handicapped funds. Until better diagnostic tools are developed, the Committee recommends using percentage limitations. For example, no more than 3 percent of the children in a given school population should be classified for assistance in Title VI programs under the heading "mentally retarded." Similarly 2 percent would be an upper limit for children to be labeled as "seriously emotionally disturbed."

3. The Bureau of Education for the Handicapped, in cooperation with Title I of the Elementary and Secondary Education Act, and other Federal programs should stimulate remedial programs for other disadvantaged children now classified as possibly retarded, or emotionally disturbed. The role of special education in meeting the needs of these children should not be minimized. Special education teachers have demonstrated that they have special ability to deal with and respond to the student who "is different," and should be used to help other teachers work with these children, or to continue teaching them directly. The children however, should no longer be classified as retarded or emotionally disturbed, but should receive supplemental services within the regular education system. Additionally, university Departments of Special Education should contribute to additional training for teachers who will be working with disadvantaged children to pass along their experience from working with children who have had difficulty competing in the basic educational system.

   Efforts to meet the learning needs of disadvantaged children, the handicapped and those who might no longer be labeled handicapped, should be stimulated by Office of Education research and demonstration programs, including the programs of the Bureau of Education for the Handicapped

4. The most promising approach to the amelioration and prevention of handicapping conditions in children is early preschool education. Although the Committee was pleased to note that Congress enacted the Handicapped Children's Early Education Assistance Act, it was disappointed to note that only $1 million was appropriated for the implementation of this Act. It is recommended that the Bureau of Education for the Handicapped give priority to preschool disadvantaged children, and efforts should be made to obtain sufficient State and Federal funds to support preschool programs for potential and actual handicapped children from disadvantaged areas in inner cities and rural areas. The goal should be to provide intensive preschool education to approximately 500,000 such children by 1975.

RECOMMENDATION FOR FUNDS AND STAFF FOR THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

In creating the National Advisory Committee for Handicapped Children, Congress charged it with the responsibility of reviewing the various programs of the Bureau and its administration. With a 400 percent increase in Bureau appropriations and programs, there has been a commensurate increase in the duties and responsibilities of the Advisory Committee.

With the extreme shortage of personnel within the Bureau, the Associate Commissioner has been unable to allot sufficient and continuing staff or funds to the Committee to conduct its duties. This is contrary to practice with such committees as the Committee on Dyslexia or the Committee on the Deaf, as well as other committees in the Office of Education. The Committee has been seriously handicapped in the discharge of its responsibilities, including getting this Report issued, by the fact that Congress has made no provisions for supplemental staff or additional funds for the Committee, nor to the Bureau of Education for the Handicapped for this purpose. Therefore, the Committee requests that funds totaling $100,000 be provided annually to this Committee for staff, without regard to Civil Service. These funds would be used for staff study projects, travel expenses and other expenses incidental to the proper discharge of the Committee's responsibilities to the Congress.

APPENDIX A

Recommendations and Implementation of the 1968 Annual Report

RECOMMENDATIONS	ACTIONS
1. EXAMINATION OF LONG-RANGE PROGRAM NEEDS – A comprehensive examination of program needs for handicapped children in the United States should be conducted. Such a study would require a professional and technical staff under the direction of the National Advisory Committee on Handicapped Children. Its purpose should be to help establish priorities with the over-all goal being nothing short of quality educational services for all handicapped children and their parents.	1. The Bureau is developing through its program planning activities a five-year plan for the provision of quality educational services to 75 percent of all handicapped children by 1975. To support the informational needs of such a program planning effort, the Bureau is placing into operation a comprehensive management information system investigating the supply and demand for educational manpower for handicapped children; funding an evaluative study designed to help develop State capabilities in the area; and preparing for a planning conference to design strategies for measuring the impact of the Research Demonstration and Media Services programs.
2. PROGRAM APPROPRIATION FUNDS – Congress should act to reduce the large gap between program authorization (authority to spend money) and program appropriation (actual money available to spend) in programs for the handicapped.	2. Congress in a tight budget year did not respond to this recommendation. Consequently only about 40 percent of handicapped children are receiving services from State and local agencies. The Committee hopes future appropriations will make it possible that in a 5-year period, at least 75 percent of the nation's handicapped children would receive services.
3. BUREAU OPERATING FUNDS – The Bureau of Education for the Handicapped should be provided with an adequate operating budget to allow it to accomplish its mission.	3. In fiscal year 1968, personnel numbered 103. In fiscal year 1969, personnel numbered 109, still far short of the need for 30 additional positions.
4. RESEARCH AND DEVELOPMENT CENTERS – Congress should provide additional funds in the research and development centers that will focus a	4. In addition to the Teachers' College Research and Development Center, two new research and development centers have been funded. One center

RECOMMENDATIONS	ACTIONS
sustained effort on major research problems in the education of handicapped children.	is located at the University of Indiana, and the other is at the University of Minnesota. Others are planned for implementation in fiscal year 1970.
5. PARTICIPATION IN COMPREHENSIVE PROGRAMS AND MULTIPLE AGENCY FUNDING – In comprehensive programs, with neighborhood service centers, educational programs for the handicapped are often omitted. Funds should be available, and administrative avenues open, so that handicapped children can participate fully in such programs.	5. Administrative arrangements have been made with the Social Rehabilitation Service of the Department of Health, Education, and Welfare for the Division of Training Programs of the Bureau of Education for the Handicapped to supplement funds for university affiliated centers and 3 demonstration projects will be included in the Model Cities Program in New York City. The Bureau is now represented on the Office of Education committee concerned with the Model Cities Program, which includes handicapped children and is responsive to the families in the inner cities.
6. FUNDING FOR SPECIAL LEARNING DISABILITIES – Funds appropriated for research and training programs for children with special learning disabilities should be substantially increased. Such additional funds . . . should not be allocated at the expense of the pressing program needs in established areas.	6. Under Title III of ESEA children with special learning disabilities are now supported in a number of States, and a Senate and House bill are being considered by Congress to implement this program. In the area of learning disabilities, the Bureau has increased its allocation for training to $1,382,039 and for research to $105,648. Senate Bill S. 1190 and House Bill H.R. 8660 which provide for special programs for children with learning disabilities were introduced.
7. PRESCHOOL EDUCATION FOR HANDICAPPED CHILDREN – Congress should appropriate funds necessary for the development of model programs of preschool education for handicapped children	7. A) The Handicapped Children Early Education Assistance Act, was funded for $1 million. Approximately $10 million approvable proposals were reviewed. Three operational and 23 planning projects will be funded for fiscal year 1969. B) Eight centers for deaf-blind preschool children have been funded with $1 million provided by the

RECOMMENDATIONS	ACTIONS
	Congress. These centers will provide service for children in an area encompassing 41 states. In 1970 two additional centers will be established to service the remaining states.
8. RESEARCH OF HANDICAPPED CHILDREN IN INNER CITY AREAS – The Bureau of Education for the Handicapped should encourage research for the purpose of identifying the number, variety, and severity of handicapping conditions existing in the child population of the inner city areas.	8. & 9. The Bureau is cooperating with the President's Committee on Mental Retardation to hold a working conference on new models of service delivery to handicapped children in the inner city. Three or four demonstration projects will be supported by the Bureau of Education for the Handicapped, to cooperate with the model cities program.
9. EDUCATION PROGRAMS FOR THE HANDICAPPED IN INNER CITIES – The Bureau of Education for the Handicapped should encourage States and local communities to develop unique educational programs in inner city schools that will be adapted to the conditions of intellectual, social, and emotional deprivation often found in inner cities.	(See 8 above)
10. FEDERAL SUPPORT FOR HANDICAPPED CHILDREN IN RURAL AREAS – Provision should be made for Federal Financial assistance for the development of models or prototype demonstrations of services to rural handicapped children.	10. Under the Handicapped Children's Early Education Assistance Act, projects are in the process of being developed to serve rural areas. Resource Centers will provide support for model service delivery concept. Instructional Materials Centers and Regional Media Centers will bring new ideas to needed areas.

May 6, 1969

APPENDIX B

INTERIM EMERGENCY REPORT
of the
NATIONAL ADVISORY COMMITTEE
on
HANDICAPPED CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Robert H. Finch, Secretary
James E. Allen, Jr., Assistant Secretary and
Commissioner of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 6, 1969

Dear Dr. Allen:

As required by Title VI of Public Law 89-10, as amended, the National Advisory Committee on Handicapped Children is responsible for reviewing the administration of the Bureau of Education for the Handicapped, its programs, and the status of legislation in connection with the use of Federal funds to assist State education agencies, institutions of higher education, and other non-profit agencies that administer Federal programs involving the education of handicapped children.

The Annual Report of the National Advisory Committee on Handicapped Children will be presented in June 1969. The attached document represents an Interim Emergency Report, based on a review of proposed fiscal year 1970 administration requests. Of the many needs that face educators with regard to handicapped children, the National Advisory Committee on Handicapped Children has chosen four that represent the most serious and require immediate attention. Therefore, this Committee recommends the following:

1. That Aid to States provision under Title VI-A of the Elementary and Secondary Education Act be increased from $29.25 million to $50 million to decrease the very large lag between the authorization of $206 million in 1970 and the current recommended appropriation of only $29.25 million. Less than 40% of the handicapped children in this country are now receiving special education services. A substantial and immediate increase in financial assistance to the states is required, so that they can expand the developmental efforts of Title VI-A which was the clear intent of Congress.

2. That the appropriation for Training of Teachers for the Handicapped under Title III of P.L. 88-164, be increased from the recommended appropriation of $29.7 million to $55 million. The need for trained personnel is perhaps the single most vital factor in determining whether programs for handicapped children will have the quality that is universally desired. Due to prior financial commitments for planning their training programs, together with increased costs of education, the present level of training efforts of universities cannot be maintained with the proposed 1970 budget.

3. That Categorical Aid for the Handicapped be continued as the only way to assure that resources will continue to be made available for handicapped children. The Committee reaffirms the importance of specific and categorical

legislation for the handicapped. There is ample evidence presented in this Interim Emergency Report that handicapped children do not receive their fair share of educational resources under non-categorical educational legislation.

4. That Personnel for the Bureau of Education for the Handicapped be increased to conform to the increased responsibilities created by the new programs. The Bureau was born in 1967 in an environment of Office of Education personnel freezes and cutbacks. When this fact is combined with the wide variety of new programs that the Bureau is expected to administer, with only a handful of personnel provided, the situation for that unit is desperate. The Committee firmly believes that a legislative program no matter how admirable in Congressional intent cannot succeed effectively, unless a minimum amount of administrative resources are made available to implement the objectives of Congress.

A careful survey of the facts included in this Interim Emergency Report will demonstrate that the above requirements are modest, and reflect only the most urgent requests to fulfill the needs of over 5,000,000 handicapped children. It is axiomatic that the series of programs initiated by the Congress must either grow or atrophy, unless increased support is provided by the Federal government.

Sincerely,

Samuel A. Kirk

Samuel A. Kirk
Presiding Chairman
National Advisory Committee on
Handicapped Children

Dr. James E. Allen, Jr.
Commissioner of Education
Washington, D. C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 8 1969

Dear Mr. Secretary:

As required by Title VI of Public Law 89-10, as amended, the National Advisory Committee on Handicapped Children is responsible for reviewing the administration of the Bureau of Education for the Handicapped, and the status of legislation pertaining to the use of Federal funds to assist State education agencies, institutions of higher education, and other non-profit agencies that administer Federal programs relating to the education of handicapped children.

I am pleased to submit an Interim Emergency Report prepared by the Committee. The Committee has advised that the Annual Report will be presented at a later date.

The attached Report has been submitted at this time by the Committee, because of its concern about the future of programs operated by the Bureau of Education for the Handicapped on the basis of proposed funding levels for these programs for Fiscal Year 1970.

Sincerely,

Peter P. Muirhead

Peter P. Muirhead
Acting U.S. Commissioner
of Education

Honorable Robert H. Finch
Secretary of Health, Education, and Welfare
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

May 22, 1969

Dear Mr. Speaker:

It gives me pleasure to transmit the attached Interim Emergency Report of the National Advisory Committee on Handicapped Children, which was established under Title VI of the Elementary and Secondary Education Act, Public Law 89-10, as amended.

Pursuant to the provisions of the Act, the Committee is responsible for the review, administration, and operation of this Title and other provisions of law administered by the Commissioner of Education with respect to handicapped children.

This Interim Emergency Report deals with the Bureau of Education for the Handicapped which was established in 1967. The Committee has submitted this Report, because of its concern about the difficulties the Bureau will face in the future on the basis of proposed funding for Fiscal Year 1970. The Annual Report will be presented at a later date.

Sincerely,

Secretary

Honorable John W. McCormack
Speaker of the House of Representatives
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

May 22, 1969

Dear Mr. President:

It gives me pleasure to transmit the attached Interim Emergency Report of the National Advisory Committee on Handicapped Children, which was established under Title VI of the Elementary and Secondary Education Act, Public Law 89-10, as amended.

Pursuant to the provisions of the Act, the Committee is responsible for the review, administration, and operation of this Title and other provisions of law administered by the Commissioner of Education with respect to handicapped children.

This Interim Emergency Report deals with the Bureau of Education for the Handicapped which was established in 1967. The Committee has submitted this Report, because of its concern about the difficulties the Bureau will face in the future on the basis of proposed funding for Fiscal Year 1970. The Annual Report will be presented at a later date.

Sincerely,

Secretary

Honorable Spiro T. Agnew
President of the Senate
Washington, D.C.

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INTRODUCTION

This is an Emergency Interim Report of the National Advisory Committee on Handicapped Children. The Committee cannot overemphasize the urgent need for reconsideration of the proposed level of financial support of programs needed for handicapped children. Without more adequate support at this crucial developmental phase, Federal programs which were begun with high hopes on the part of parents, teachers and special educators will be seriously impaired, and the credibility gap created between expectation and results will be hard to repair by future actions.

It is reasonable to assume that more than 50 percent of handicapped youngsters can have their condition substantially improved, sometimes even cured, if they can get help and attention early enough. The proposed low level of funding would deny to many of them their opportunity to live as near normal lives as do the rest of us.

The Committee believes that America's affluent society is also a society that is concerned with those who are less fortunate and need special help because of physical and mental handicaps. It is also a society that recognizes that the omission of this helping hand is costly in the long run, and that aid to the handicapped is a major plus factor to society, financially, as well as spiritually.

Although we have made steady progress in the past ten years, we still compare unfavorably to many Western nations in the provision of programs for the handicapped. In 1968, according to reports received from the 50 states, 40 percent or less of the nation's handicapped children, a total of about 1,900,000 received special educational services in the school systems.

The Committee believes it is not beyond the reach of a progressive society that has the capability of placing men on the moon, or ringing a continent with highways and jet trails, or developing communication systems out of an electronic Aladdin's lamp; to provide special education services for 75 percent of its handicapped children, or in terms of human beings, approximately 4,000,000 children, by the year 1975.

Whenever society has offered the opportunity, the handicapped have repeatedly demonstrated their desire to learn, and their ability to become productive and self-supporting. We have the knowledge and ability to make this goal possible for millions of the handicapped, but we must start now and act resolutely, if we are to achieve this goal by 1975. We cannot reach it by accepting a faltering position in the 1970 budget to educate the handicapped. Such a position will severely undermine the developmental structure of the entire Federal program for handicapped children, and it is for this reason that this Interim Emergency Report is presented.

The impact of the limitation of proper Federal funding for the handicapped at this time is like the imposition of a growth-arresting drug that has differential effects on human beings depending upon the rate of maturity. The drug administered to a twenty-five year old will not have noticeable effect, administered to the adolescent fifteen year old, some indication of damage could be observed; but if the drug is given to a six year old, it could have a permanently disastrous effect on the child's total future development.

In a similar way, the imposition of budget restrictions across the board has a differential effect on programs depending on *their maturity.* For programs well established, budget restrictions can be a minor irritation, but to a program that has just begun to grow and develop, such restrictions would be a major blow. This is the position that the newly established programs for handicapped children find themselves in at this time in our history.

SPECIAL EDUCATION SERVICES – STATE AID PROGRAMS

Of more than 5 million handicapped children who require special education services and programming, the States report that only about 40 percent are receiving services from State and local education agencies. The intent of the Federal commitment through Title VI of the Elementary and Secondary Education Act was to close the special services gap. With the continued serious limitations of funding under Title VI, the fundamental Congressional intent has not been fulfilled. The authorizations provided by Congress were made for the purpose of providing substantial funding, which would be combined with State and local funding, so that handicapped children would receive the basic educational services they require.

The Committee hopes that within a 5-year period, this level could be increased so that 75 percent of the nation's handicapped children would receive services. We urge the Congress to provide sufficient support to allow the States to begin needed programming for the handicapped at the preschool and the secondary school level and for such neglected populations as the multiply handicapped. Program development at these levels has lagged behind due to the lack of adequate financing and demonstration models, despite current needs on the part of the States to engage in these activities.

The Committee also hopes that the Aid to States programs would allow for the implementation of new programs of educational services to the handicapped. For example, the establishment of major regional units to provide services in the rural areas and urban centers to provide a concentration of necessary services, and a proper "mix" of programs for handicapped children in the urban areas to improve the service commitment.

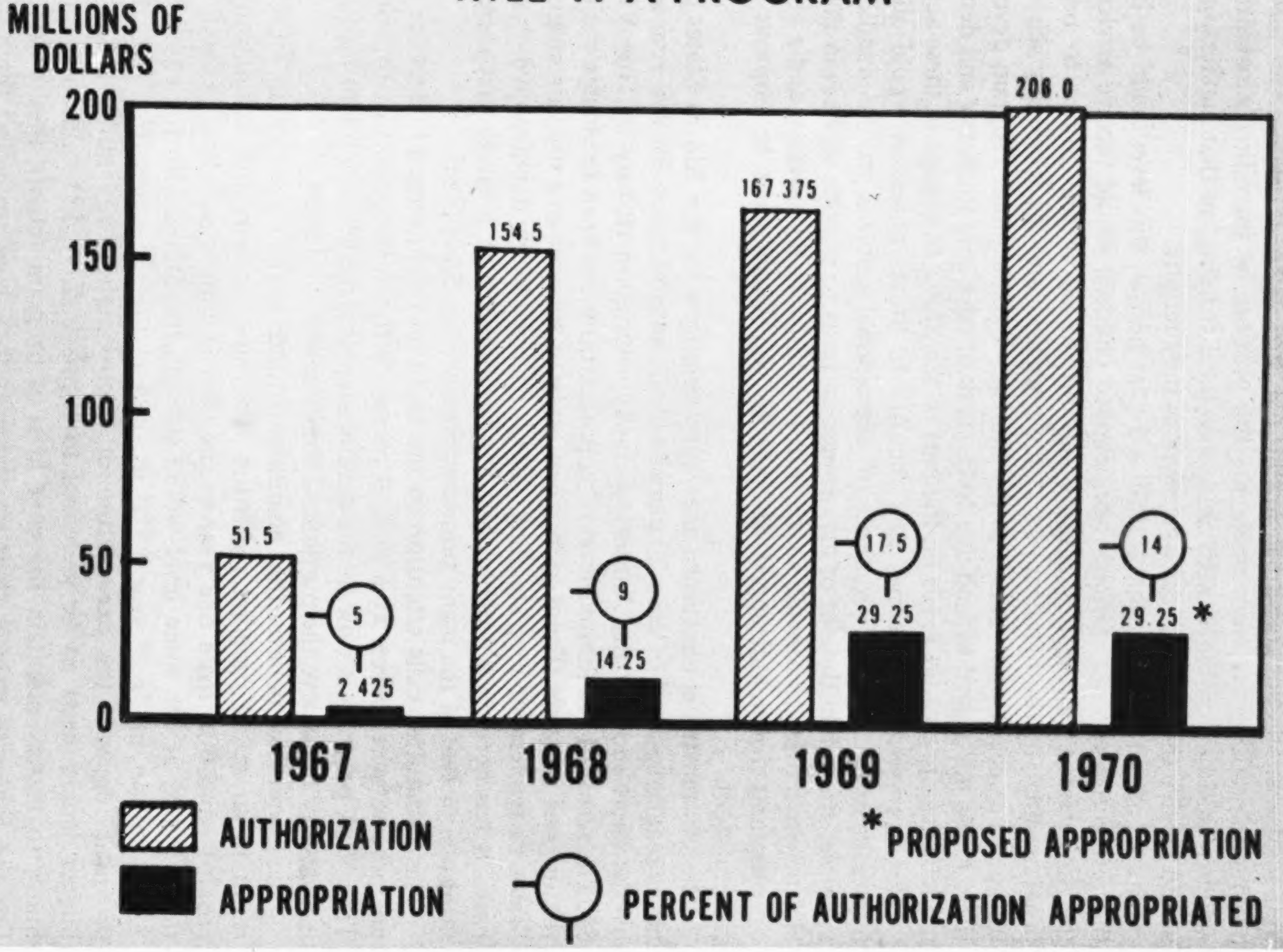
The Committee is concerned that appropriations for the Aid to States program has never reached a level of even 20 percent of the authorization for any year as illustrated by the chart showing the Authorization-Appropriation History of Title VI-A, on page 54. The result of the limited level of appropriations has been to change the character of the original program. From an original attempt to serve as a support program to allow States to implement long standing plans for service to the handicapped on an extensive basis, it has become a program that supports individual projects that merely begin to meet one or two of the many priorities presented in State plans.

The Committee calls attention to the fact that the proposed budget for 1970 shows no increase whatsoever, at a critical period in the development of this program. The Title VI-A program is now at the developmental stage where a major infusion of funds is necessary to achieve the purpose of the enabling legislation.

The Committee believes that maintaining funds at the same level in Title VI-A would result in an actual program reduction. The most conservative estimate of the rise in cost of education from one year to the next is approximately 6 percent. This means that funding at the same level would provide the States with the equivalent of only $27.5 million in fiscal year 1970 to support the same activities that are currently provided for with the expenditure of approximately $29 million. The Title VI-A budget would need to be increased to approximately $31 million in order for the States to merely maintain the same level of program activity they currently provide. For the States to extend their programs as they have projected them in their State Plans, it is imperative that they receive funds substantially in excess of the proposed appropriation. Unless this is done there is no hope that the modest goal of providing service for 3 out of 4 handicapped children in 1975 will be achieved, or that the Federal government will meet its commitment to provide parity of equal educational opportunity for handicapped children.

BUREAU OF EDUCATION FOR THE HANDICAPPED AUTHORIZATION-APPROPRIATION HISTORY OF

TITLE VI-A PROGRAM



TRAINING TEACHERS AND SPECIALISTS

The heart of any special education program is the quality of the personnel that delivers the service to the handicapped child. It is important that the supply of qualified personnel be progressively increased, that new patterns of training be investigated, and that all educational personnel receive a better understanding of programs and educational methods for the handicapped.

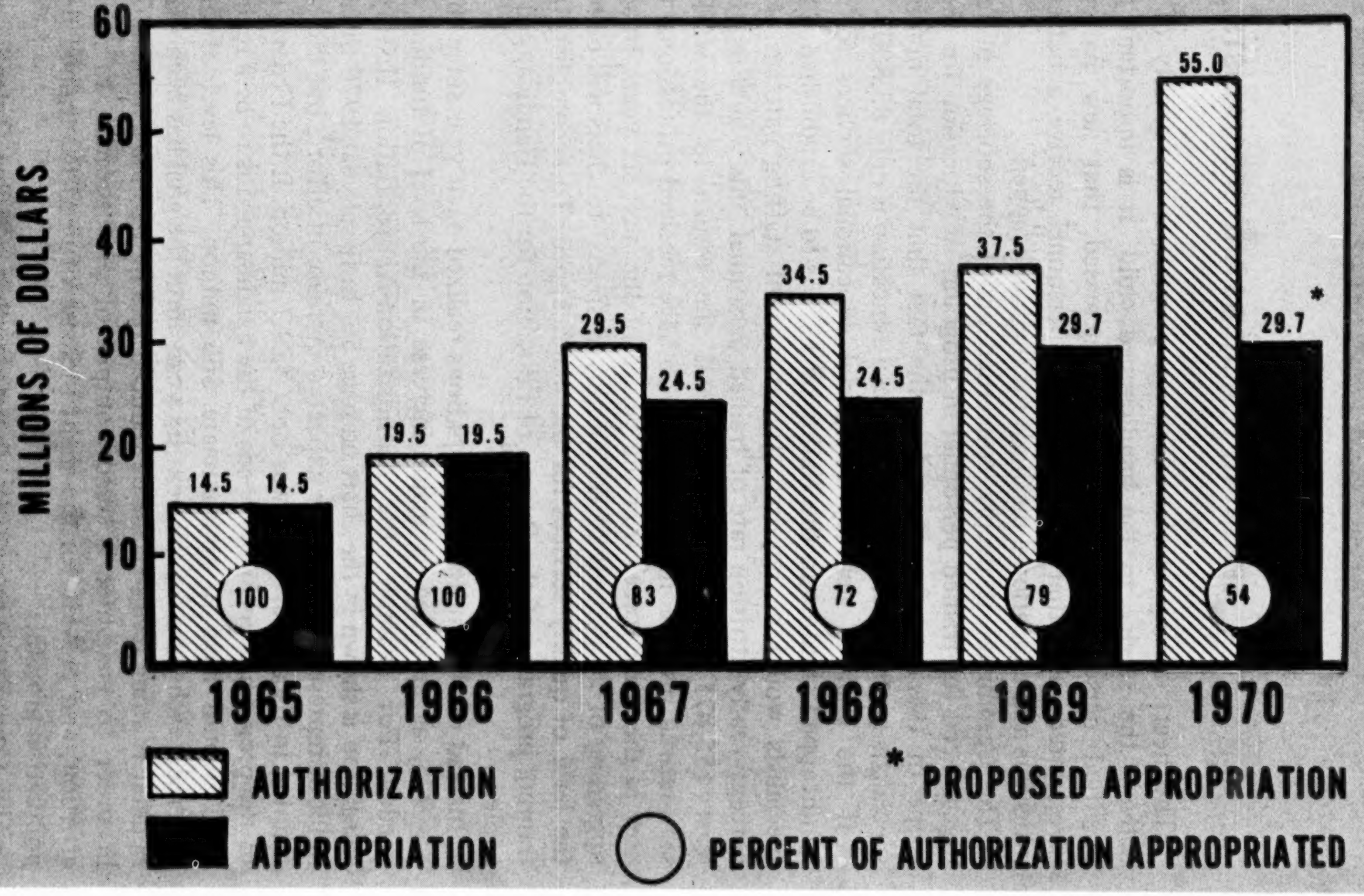
The Committee is deeply concerned about the shortage of funding to meet the urgent need for trained personnel in programs of education for the handicapped. The scope of the need is reflected in the fact that the total number of teachers and specialists currently employed in special education is only 83,800.

If the goal of delivery of special educational services for 75 percent of all handicapped children in the Nation by 1975 is to be established, 217,000 teachers and specialists would be required. Under current staffing patterns, with an estimated 8 percent yearly attrition rate of trained personnel, this would require the training of at least 155,875 new professionals and the return to the work force of 35,000 semi-retired professionals (persons who have received professional training and are not now in the work force) over the period of the next six years. In addition, continuous upgrading of 20 percent of the employed special teachers will be required to maintain the level of quality services for the handicapped. To accomplish these objectives, the training programs of the Bureau of Education for the Handicapped must be more than tripled.

Instead of the limited appropriations realized each year since the inception of P.L. 85–926, as amended, a major increase in the level of funding activity is urgently needed. For example, the Authorization-Appropriation History of this training legislation is shown in the chart on page 56. In fiscal year 1970 the authorization is $55 million, representing a major expected increase in effort, but the expected request for training in fiscal year 1969 was only $29.7 million. If the Federal effort to contribute to the program to meet the needs of the handicapped is to be a reality, fiscal year 1970 funds would have to approximate $66 million. This level of funding needs to be increased each year for the next six years until the goal has been reached. At that time, Federal funding levels could be reduced to a limited maintenance of training programs in order to guarantee a steady output of professionals, to make adjustments for attrition, and provide for the slight increase of need for trained personnel because of population growth.

The Committee recognizes, therefore, that a major Federal program needs to be mounted now in order to enlarge the number of professional specialists and teachers for educational programs for the handicapped to deliver necessary services. As part of the total effort, leadership personnel will be trained to assume positions as supervisors, faculty, State and local directors of special education, researchers, and media

BUREAU OF EDUCATION FOR THE HANDICAPPED
DIVISION OF TRAINING
AUTHORIZATION-APPROPRIATION 1965-1970
PL 85-926 AS AMENDED



specialists. Also, 20 percent of the currently employed teachers and specialists in the field of special education need training each year in order to be up-dated on advanced developments in the field.

A major increase in funds is requested in fiscal year 1970 for several reasons, not the least of which is the time required to train faculty personnel to assume leadership positions in developing institutions as trainers of teachers. For example, it will be 1973 or 1974, before the initial investment in 1970 provides operational personnel who will perform in the role of faculty members.

A panel of outside consultants who met in January 1969 recommended the establishment of at least 190 new or replacement faculty positions nationally, just to meet the commitment of the programs which were awarded funds for fiscal year 1969! Another reason is that lead time is necessary to build training programs to the point where the production of trainees meets the objective set for 1975.

In recent years, institutions of higher learning have demonstrated a high degree of capability in properly utilizing training funds. For example, last year approved training programs requested approximately $12.8 million more funds than could be awarded, because of lack of funds. In effect, only 63 percent of university requests, that had been approved, were honored. If the 1975 goal established by the Committee is not supported, and the current request of $29.7 million for fiscal year 1970 for training program funds is maintained, the program will be unable to achieve its present modest level. There are several reasons for anticipating a relative reduction in accomplishments:

(a) The cost of educating students is rising approximately 6.5 – 7 percent per year compounded annually, according to the U.S. Department of Commerce. At that rate, by the year 1975, today's education dollar will be worth only about 65 cents. Pressures are also building up from colleges and universities to raise Federal support funds due to this inflationary factor.

(b) Over the years there is a built-in commitment for additional funds that has been made to colleges and universities through planning and program development commitments. The failure to meet this commitment will lead to a serious credibility gap in the relationship of the Federal government to the educational community.

(c) It is essential to convert Program Development Grants into fellowship and traineeship grants, which would require an additional $264,000 in fiscal year 1970.

(d) In addition, special project awards will require $1.2 million more for fiscal year 1970. These funds are vitally needed in order to explore new staffing patterns to serve the handicapped, so that the limited trained manpower will be used more efficiently.

The Committee believes that the problems of the handicapped are of such scope and seriousness that they should become a national issue of high priority. The request to train 217,000 teachers and specialists in special education by 1975 can be viewed in perspective to the report on "Manpower Requirements for National Objectives in the 1970's" prepared for the Department of Labor*, it is estimated that 2,751,000 teachers will be needed by 1975 to provide educational programs for all children. The number of professionals needed for the handicapped represents 11.6 percent of the total needed in the field of professional education.

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*Lecht, Leonard A., "Manpower Requirements for National Objectives in the 1970's", National Planning Association, Washington, D.C., 1968.

CATEGORICAL AID

The history of special education for handicapped children reveals many examples of the need for specialized and categorical legislation at every level of government. Most decision-makers in the educational field operate on the philosophy of "the greatest good for the greatest number." This would seem to be a sensible rule unless one happened to be part of the "lesser number." which is the fate of handicapped children.

Compounding this minority group problem is the lack of knowledge of the general educator about the potential of handicapped children, and you have a recipe for unplanned ignoring of the educational needs of handicapped children. Even though few people can be found to oppose educational programs for the handicapped, the current system of educational decision-making seems to produce a result that might just as well be in opposition to the children's educational welfare.

Many of the substantial gains of the 1950's in educational programming for the handicapped can be attributed to the work of aggressive parent groups who, weary of pleading with educators, demanded of State legislatures and of Congress, categorical aid specifically directed to the educational needs of handicapped children.

The Committee is deeply concerned with the preservation of this legislative concept of making specific Federal grants for special education programs for handicapped children in State and local schools. In 1967, former U.S. Commissioner of Education Harold Howe II referred to the effectiveness of Title III of the Elementary and Secondary Education Act in connection with the education of handicapped children. He made the following statement to the Congress regarding the importance of categorical aid:

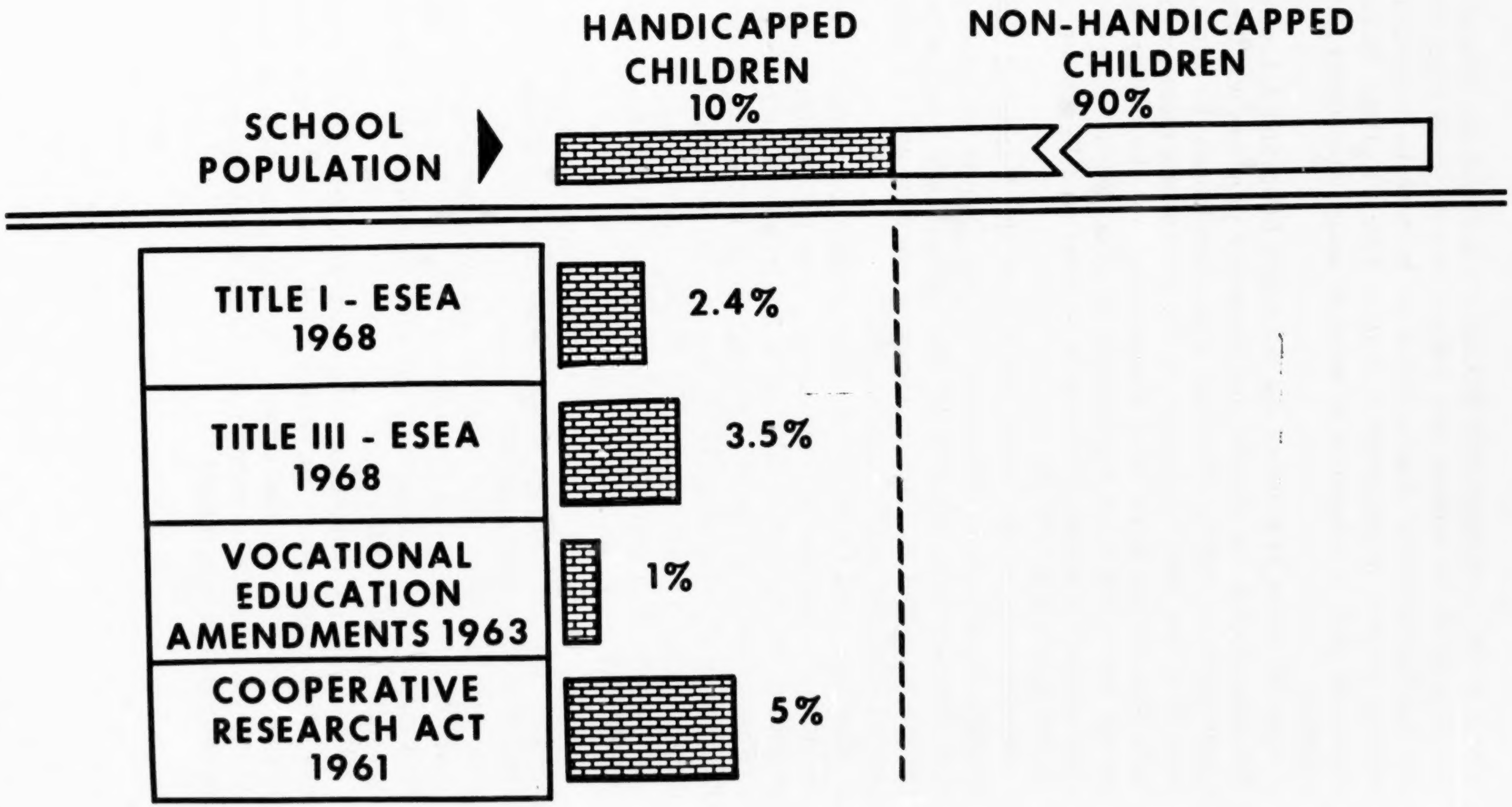
> "...in order to guarantee that funds from these kinds of programs do, indeed, benefit the handicapped in specific ways, it is probably necessary to categorize these funds..."

The failure of general education provisions to deal with the problems of the handicapped are illustrated on page 59. The chart shows the difference between the theoretical participation and actual participation of the handicapped in specific legislative programs.

The prevalence rate of handicapped children has been accepted at 10 percent or more of the school population, equivalent to more than 5,000,000 school children. It is possible to use that as a type of benchmark to compare how the funds are being spent in the various programs shown in the chart. When one considers that programs for the handicapped student are more expensive than that of the average student, the disparity between promise and performance becomes even more dramatic.

In April 1966, a study reported by Dr. Maynard Reynolds, Chairman of the Department of Special Education at the University of Minnesota and President of the Council for Exceptional Children, demonstrated that the non-categorized funds of

THE LIMITED RESPONSE
OF
GENERAL EDUCATION LEGISLATION
TO MEET THE NEEDS OF THE HANDICAPPED



Title I of the Elementary and Secondary Education Act produced only 2.4 percent of the total funds for handicapped children, despite the fact that the legislation called for the handicapped and disadvantaged to be served. Disappointment at this limited funding resulted in the establishment of Title VI of the Elementary and Secondary Education Act, a categorical program to assure educational services for handicapped children.

Title III of the Elementary and Secondary Education Act, which was designed to be the breakthrough for creative and innovative programs was theoretically open to the handicapped as well as other school-age populations. Unfortunately, as the chart on page 59 shows, only 3.5 percent on the average was spent on the handicapped over a three year period. Even more disappointing was the finding that 14 States spent no money from Title III on handicapped projects, despite major needs for exploring such experiences that caused the Congress to insist on a 15 percent categorical set aside for the handicapped in Title III.

Investigations of the implementation of the Vocational Education Act of 1963 revealed an even more discouraging picture. Despite a separate category for *Children with Special Needs,* lumping the disadvantaged and handicapped together, only 3.7 percent was spent in 1968 on this total category, and it is doubtful if as much as 1 percent was spent on the handicapped.

This finding led Congress to again establish a categorical 10 percent set aside in the Vocational Education Amendments of 1968 for the handicapped to insure that the promise of the Act will be fulfilled for this group of youngsters.

When categorical support of research funds in the area of mental retardation under P.L. 531 was dropped in 1959, the funding of projects for handicapped children dropped from 61 percent in 1957 to 36 percent of research funds under this Act in 1959, finally to 5 percent in 1963 as shown on the chart entitled "Research on the Mentally Retarded," on page 61.

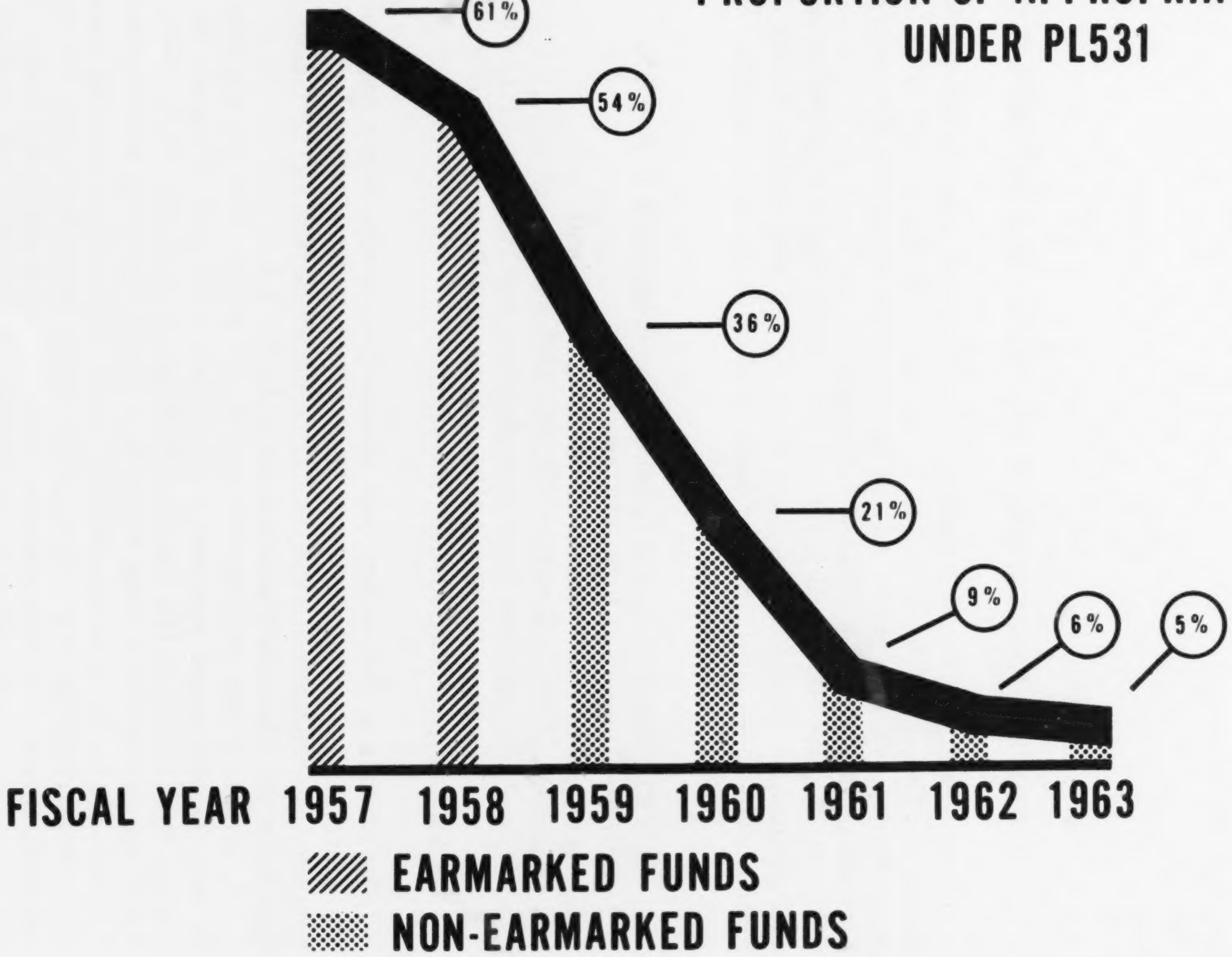
The failure to support research on handicapped programs led to the passage of P.L. 88–164, part III in 1964, which categorically set money aside for research on the education of the handicapped.

In each of these four instances, the Congress found that general educational provisions or broad scope programs did not live up to their promise for the handicapped, and proceeded to mandate categorical aid as the only way of insuring that such a result would occur.

The Committee is most concerned that the desirable trend to program consolidation now under way does not, unknowingly, wipe out the gains obtained for the handicapped over the past decade. The committee believes it essential that a strong categorical program of support for handicapped children be continued and that it should be adequately funded.

RESEARCH ON THE MENTALLY RETARDED

PROPORTION OF APPROPRIATIONS UNDER PL531



PERSONNEL REQUIREMENTS FOR PROGRAM ADMINISTRATION

It is axiomatic that the effectiveness of Congressional programs is dependent on the degree of efficiency with which they are administered. This is particularly true of new and rapidly growing programs, such as those administered by the Bureau of Education for the Handicapped in the Office of Education.

The Bureau was established in January 1967. Since that time, funds appropriated to the Bureau have been increased from about $38 to $80 million. During this period several major new programs have been established by the Congress. These new programs include the following:

1. Early Childhood Model and Demonstration Programs (P.L. 90–538)
2. Deaf-Blind Centers (P.L. 90-247) amendment
3. Regional Resource Centers (P.L. 90–247) amendment
4. Recruitment and Information (P.L. 90–247) amendment
5. Physical Education and Recreation (Research and Training) – P.L. 90–170
6. Expansion of the Captioned Films for the Deaf Program to include all areas of the handicapped. (P.L. 90–247) amendment

In addition, the Bureau has been obligated to assume major responsibilities for administration and coordination for handicapped portions of Title I, the Vocational Education Amendments of 1968; Title III of the Elementary and Secondary Education Act, and in the Education Professions Development Act.

The number of new positions allocated to the Bureau, however, has been increased by only 25 professional personnel from its June 1967 level, which was too small for existing responsibilities. This increase is totally inadequate for efficient administration, despite the heroic efforts on the part of an unusually dedicated and competent staff.

For example, the Research Division which must review over 300 research' grant applications, monitors over 100 on-going research grants, supervises the construction and development of a comprehensive research and demonstration center, directs an extensive national network of 14 Instructional Materials Centers, and also directs a wide variety of demonstration projects–has a staff of only 3 professionals, 6 assistants and 6 clerical people. Each member of the staff is extended far beyond the recommended supervisory load standards established by the Bureau of Research of the U.S. Office of Education.

Another example is in the Division of Training Programs Branch on Mental Retardation. Currently this branch has 2-1/2 professionals, one assistant, and two clerical persons to administer and monitor training grants to over 180 colleges and university programs in this area. It is also required to plan for a new physical education and recreation program and provide a major liaison source for a multi-disciplinary effort to support the University Affiliated Centers administered by the Social and Rehabilitative Services, in addition to many other duties.

These two examples are repeated in practically every unit in the Bureau that had the misfortune of being created simultaneously to a major freeze and cutback of Federal personnel and consequently has never developed to meet its many responsibilities.

In view of the foregoing, the National Advisory Committee on Handicapped Children strongly recommends a minimum increase of 30 positions assigned specifically to the Bureau of Education for the Handicapped to effect the legislative intent of Congress.